Massachusetts Comprehensive Assessment System

Alternate Assessment for Students with Disabilities

2019 Educator's Manual for MCAS-Alt

Massachusetts Department of Elementary and Secondary Education
Fall 2018

This publication is available on the
Massachusetts Department of Elementary and Secondary Education website

This document was prepared by the
Massachusetts Department of Elementary and Secondary Education

Jeffrey C. Riley
Commissioner

The Massachusetts Department of Elementary and Secondary Education, an affirmative action employer, is committed to ensuring that all of its programs and facilities are accessible to all members of the public. We do not discriminate on the basis of age, color, disability, gender identity, national origin, race, religion, sex, or sexual orientation.

Inquiries regarding the Department's compliance with Title IX and other civil rights laws may be directed to the Human Resources Director, 75 Pleasant Street, Malden, MA 02148 (781)-338-6105.

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu

Overview

This manual contains information about the MCAS Alternate Assessment (MCAS-Alt) which measures the educational performance of a small number of students with significant disabilities who are unable to take the standard MCAS tests. The *2019 Educator's Manual for MCAS-Alt* provides guidelines and instructions for educators who are preparing alternate assessments for students who have this designation listed in their IEP or 504 plan. The knowledge and skills assessed by the MCAS-Alt are aligned with the same content assessed for other students in the most current versions of the state's curriculum frameworks. The *2019 Educator's Manual for MCAS-Alt* should be used in conjunction with the *Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities*. Both publications are available on the Department's website.

This manual also details the requirements for students in high school to attain a Competency Determination through submission of a "competency" MCAS-Alt in order to be eligible to receive a diploma.

Contact Information

For further information on the MCAS-Alt, please contact any of the following individuals:

Daniel Wiener, Administrator of Inclusive Assessment
Debra Hand, MCAS-Alt Coordinator
Massachusetts Department of Elementary
and Secondary Education
75 Pleasant Street
Malden, MA 02148-4906
Telephone: 781-338-3625
Fax: 781-338-3630
Email: mcas@doe.mass.edu

Kevin Froton, Project Manager
Mark Peters, Program Coordinator
Measured Progress
100 Education Way
Dover, NH 03820
MCAS Service Center: 800-737-5103
Fax: 888-210-2399
Email: froton.kevin@ measuredprogress.org
or peters.mark@measuredprogress.org

Recommended Timeline and Important Dates for 2018-2019

Fall 2018

Sept./Oct.

- identify students who will participate in MCAS-Alt in each subject
- organize folders by subject/strand in which to store work samples and data charts
- attend a Department-sponsored MCAS-Alt training session for teachers and administrators, and review information from training session as needed
- register online for *Forms and Graphs Online*
- identify entry points and pre-test each student; develop appropriate measurable outcomes based on current versions of the Resource Guide
- plan instruction and collaborate as needed; prepare data charts for collection of student performance data; schedule data collection
- begin collecting work samples and recording baseline data for each measurable outcome in content areas being assessed

Nov./Dec.

- obtain signed *Consent Form*(s) *to Photograph or Videotape Student*, if needed
- collect work samples and data on student performance
- make instructional decisions based on data collection

Winter/Spring 2019

Jan./Feb.

- attend a Department-sponsored regional portfolio review session

March

- finish collecting, selecting (with the student), labeling, and organizing portfolio evidence; complete all required forms
- attend a Department-sponsored regional portfolio review session
- edit videos, as needed, and copy onto CD, DVD, or flash drive and label all materials
- invite parents to view portfolio(s) and sign Verification Form
- review portfolios for completeness
- complete Student Information Booklet (SIB)
- remind administrator to schedule pickup of completed portfolios through MCAS Service Center by **3:00 p.m., Thursday, March 28**
- ship all MCAS-Alt portfolios from school no later than **5:00 p.m., Friday, March 29**

June

- preliminary results reported electronically to schools and districts in mid-June
- MCAS-Alt Score Appeals due by 5:00 p.m., Friday, June 21

Fall 2019

September

- *MCAS-Alt Parent/Guardian Reports* sent to districts
- scored portfolios from the previous school year are returned to schools

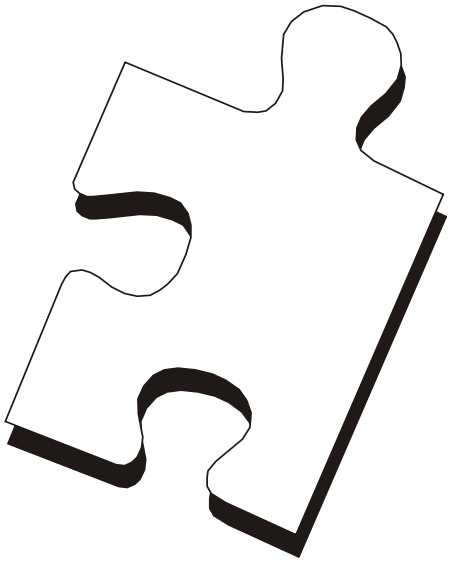
TABLE OF CONTENTS

PART I

New and Notable

Security Requirements

Participation Guidelines



New and Notable for the 2019 MCAS-Alt

Please be aware of the following important information and changes for the 2019 MCAS-Alt:

Spring 2019 MCAS-Alt Portfolio Submission

Portfolios must be completed and prepared for submission in time for pick-up from schools no later than **5:00 p.m., Friday, March 29, 2019**. All portfolio submissions must be submitted on or before this date—no extensions will be granted. Portfolios may not be amended nor materials added after the deadline. Submission materials and instructions (e.g., three-ring binders, Student Information Booklets, and shipping labels) must be ordered online by school administrators between January 7–18, 2019, and will be sent to each school in February 2019.

Changes to this manual

Sample completed data charts, as well as all blank forms, have been moved to the Appendices.
A new section entitled "Unique Portfolio Requirements in Certain Subjects" begins on page 30, that includes important changes to the grades 5 and 8 Science and Technology/Engineering (STE) portfolio.

School Calendar

A school calendar must be included listing **all days on which school is in session**, including summer sessions and any holidays/vacation days, weekends, and professional days on which classes will be conducted. Snow days should be noted. **Place the school calendar in the inside left-hand pocket of the portfolio binder** to expedite the scoring process.

Resource Guide to the Massachusetts Curriculum Framework for Students with Disabilities

The Fall 2018 editions of the Resource Guide have been updated to include the 2016 Science and Technology/Engineering curriculum framework standards for grades PreK–8. The Board of Elementary and Secondary Education approved these . The Fall 2018 Resource Guides must be used as the basis for all MCAS-Alt assessments and are available on the Department's website and in the Forms and Graphs Online application.

Changes to Science and Technology Engineering (STE) — Grades 5 and 8

The 2019 MCAS-Alt STE assessment for students in **grades 5 and 8** will be based on the *2016 Massachusetts Science and Technology/Engineering (STE) Curriculum Framework*, using a new portfolio structure and requirements described on pages 32-35.

There are no changes to the 2019 High School Science and Technology/Engineering MCAS-Alt.
The STE MCAS-Alt for students in **grades 9/10** will continue to use the 2001/2006 STE standards and the *pre-existing* portfolio structure and requirements.

Redesigned Parent/Guardian Reports

Parent/Guardian Reports will contain the student's scores in each strand and an overall achievement level in each subject in a new, easy-to-read format. Districts will receive print versions of the redesigned MCAS-Alt Parent/Guardian Reports in early fall.

The State's New Accountability System

A brief summary of the state's updated accountability system and how MCAS-Alt scores will be included is available on pages 47–49.

Revised MCAS-Alt Competency Determination Requirements

All ELA and mathematics high school *competency portfolios* submitted for the first time in spring 2019 must be based on the new requirements outlined on pages 58–76 of this manual, which are based on the 2017 Massachusetts curriculum frameworks in ELA/literacy and mathematics.

Competency portfolios previously submitted that will be *resubmitted* in spring 2019 or later may continue to use the previous requirements based on earlier (i.e., "legacy") versions of the ELA/literacy and mathematics frameworks. **Work description forms** for inclusion with work samples in both next-generation and legacy competency portfolios are available here.

ELA–Writing Combined Scoring Rubric

Separate ELA–Writing scoring rubrics that were used by educators to pre-score their students' narrative, explanatory/informational, opinion/argument, and poetry writing samples have been combined into one writing scoring rubric covering all writing types. See Appendix B (and the Forms and Graphs Online application) for the new combined writing scoring rubric, and pages 30–31 for details on ELA–Writing.

We remind schools of the following additional important information:

MCAS-Alt Participation and the Every Student Succeeds Act (ESSA)

Be sure to review an important memo from the Commissioner that includes an explanation of the criteria to be used to designate students to take the MCAS-Alt, training materials for IEP teams, and a sample parent notification letter that districts are required to send to the parents of students participating in the MCAS-Alt. These were made available as a result of changes outlined in the federal Every Student Succeeds Act (ESSA).

Principal's Manual for MCAS-Alt

The Principal's Manual for MCAS-Alt provides support to administrators who oversee the MCAS-Alt process and the submission of student portfolios in their school or program.

Sheet Protectors and Staples

We continue to request that teachers *not* use sheet protectors or staples with portfolio contents. Instead, we encourage the use of **dividers** (tabs) between the strands in a portfolio to improve the efficiency of the scoring process.

Ensuring That Portfolios Are Complete

It is important to ensure that portfolios do not receive strand scores of "M" (i.e., missing or insufficient evidence) or content area scores of *Incomplete* so that students will receive valid and accurate feedback on their academic achievement.

In order improve the likelihood of submitting complete portfolios, educators are encouraged to:

- review all sections of this manual, including the section on Unique Portfolio Requirements for Certain Subjects, on pages 30–35;
- review the Resource Guides, including "How to Use this Resource Guide" on page 3 of each Resource Guide;
- attend Department-sponsored training sessions held in October, January, and February;
- review Completeness Questions and other resources available at mcas-alt.org/materials;
- review MCAS-Alt Newsletters sent by email;
- check the dates listed on each piece of evidence and on the accompanying data chart, and submit additional evidence, if possible, beyond the minimum requirement.

Forms and Graphs Online

Teachers are encouraged to use the Forms and Graphs Online application to complete all required forms, data charts, and work description labels for their students' portfolios. For technical assistance using Forms and Graphs Online, call (866) 834-8880.

Policy on Storage and Destruction of Returned MCAS-Alt Portfolios

In September, scored MCAS-Alt portfolios are returned to schools. The portfolio become part of the student's temporary record and must be maintained in a secure location. Information on the timeline suggested by the Department for retention and destruction of returned portfolios is provided on page 49.

MCAS-Alt Score Appeals

A teacher or administrator who believes a discrepancy exists between the portfolio and its preliminary score may request an MCAS-Alt Score Appeal, if a **photocopy** of the original portfolio has been retained by the school. The portfolio strand in question will be reviewed and rescored, if needed. Score appeals are typically submitted before the end of June. Information on submitting score appeals is available here.

Rationale and Purpose

The MCAS-Alt consists of a portfolio of evidence collected during the school year that documents the student's performance of the skills, knowledge, and concepts outlined in currently approved versions of the state's curriculum frameworks. Alternate assessments allow the Massachusetts Department of Elementary and Secondary Education to report the results to parents, schools, and the public on the academic performance of *all* students with disabilities, and to assist schools in developing challenging programs of instruction for students with significant disabilities.

The Department's publication entitled *Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities* describes strategies for adapting and using the state's standards to instruct and assess students who are taking the MCAS-Alt.

The purposes of MCAS-Alt are:

- to determine whether students with significant disabilities are receiving a program of instruction based on the state's academic standards
- to determine how much of the academic curriculum a student has learned
- to include difficult-to-assess students in statewide assessments and accountability systems
- to use assessment results to provide challenging academic instruction
- to provide an alternative pathway for some students with disabilities to earn a Competency Determination and to become eligible to receive a diploma

General Participation Requirements

All students, including students with disabilities, who are educated with Massachusetts public funds, are required by law to participate in annual statewide assessments. MCAS-Alt assessments must be administered in all grades and subjects for which standard MCAS tests are required. Portfolios must be submitted for students designated for the MCAS-Alt based on the grade in which the student is reported in the Student Information Management System (SIMS). Specific MCAS-Alt requirements for students in each grade are listed beginning on page 13. For MCAS-Alt portfolios submitted in the 2018–2019 school year, students in grades 3–10 will submit evidence based on the standards listed in the Fall 2018 *Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities* in English language arts, mathematics, and science and technology/engineering.

MCAS-Alt Security Requirements

Principals are responsible for ensuring that all educators administering the MCAS-Alt comply with the requirements and instructions contained in the *2019 Educator's Manual for MCAS-Alt*. In addition, other administrators, educators, and staff within the school and district are responsible for complying with the same requirements. School staff members that violate the test security requirements are subject to the sanctions and penalties outlined in this section. The purpose of the MCAS-Alt security requirements is to protect the validity of the statewide results.

The MCAS-Alt, if done correctly, provides educators, parents, and the state with information on the academic performance and progress of each student, and can be used by the IEP team to identify challenging academic goals for each student. Therefore, it is essential that accurate and authentic portfolio evidence be compiled and submitted that truthfully reflects the student's performance.

A. Educators' and Principals' Responsibilities for Conducting the MCAS-Alt

Educators who conduct the MCAS-Alt are responsible for ensuring that information is complete and accurate for each student participating in MCAS-Alt and is properly recorded on all MCAS-Alt forms and materials, including the Student Information Booklet (SIB) and student portfolios. The lead educator is also responsible for ensuring that student work samples and other evidence are neither duplicated, altered, nor fabricated in a way that provides information that is false or portrays the student's performance inaccurately. Evidence for each student, *regardless* of the similarity of classroom instruction or participation in similar classroom activities, must reflect the student's authentic abilities and performance. The lead educator is responsible for the timely submission of student portfolios with all required forms and information to their principal for review and sign-off on the *Principal's Certification of Proper MCAS-Alt Administration* (PCPA) prior to the submission of portfolios to the Department.

Intentional disregard for MCAS testing and security protocols may constitute misconduct or other good cause for which an educator may face license discipline under Department regulations. If misconduct by a licensed educator is found, the Commissioner, as the Massachusetts educator licensing authority, may open a further investigation into possible license consequences.

Penalties for testing irregularities and/or misconduct may include the following:

- delay in reporting of district, school, and/or student results
- invalidation of district, school, and/or student results
- removal of school personnel from any future role in MCAS and/or MCAS-Alt administrations
- possible employment and/or licensure sanctions for licensed educators

Principals are responsible for the following:

- Ensure that all students with disabilities participate in MCAS in the manner prescribed by their IEP team or in their 504 plan and in accordance with participation requirements;
- Monitor the alternate assessment process to ensure the student work is neither duplicated, altered, nor fabricated in a way that provides information that is false or portrays the student's performance inaccurately;
- Identify qualified school personnel to administer the MCAS-Alt and ensure that all staff responsible for compiling and/or submitting MCAS-Alt portfolios receives training prior to each administration, regardless of past experience conducting similar assessments.
- Ensure that adequate school resources are allocated, and staff coordinated, to guarantee appropriate participation in, and timely submission of, MCAS-Alt portfolios for students with disabilities designated for alternate assessment, including the allocation of sufficient time for compiling data and evidence for the portfolio(s);
- Provide assurances through the PCPA that all information is complete and accurate for each student participating in MCAS-Alt and is properly identified on all MCAS and MCAS-Alt forms and materials, including MCAS-Alt Student Identification Booklets (SIB) and student portfolios.
- Schedule a UPS pick-up through the MCAS Service Center by 3:00 p.m. on Thursday, March 28, for pick-up no later than 5:00 p.m. on Friday, March 29, 2019.

B. Reporting MCAS-Alt Irregularities

Educators or administrators who become aware of any irregularities in the preparation or submission of MCAS-Alt portfolios must contact the Department at 781-338-3625 to report the issue. The Department may then request that the school or district investigate the matter and submit a written investigative report. The Department may also perform its own independent investigation.

Once the Department has determined whether an irregularity took place, the Department will notify the school and district of any consequences that follow from this determination. This may include invalidation of student portfolios, and licensure sanctions for licensed educators. Consequences imposed by the Department do not limit a local district's authority to impose its own sanctions up to and including termination.

Guidelines for IEP Team Decision-Making: Which Students Should Take the MCAS-Alt?

A. MCAS Participation Guidelines

A student's IEP team (or 504 plan coordinator, in consultation with other staff) determines how the student will participate in the MCAS for each content area scheduled for assessment, either by taking the test routinely or with accommodations, or by taking the alternate assessment if the student is unable to take the standard test, even with accommodations, because of the severity of his or her disabilities. This participation guidelines section describes the characteristics of those students who should be considered for the MCAS-Alt. This information is documented in the student's IEP or 504 plan and must be revisited on an annual basis. A student may take the general assessment, with or without accommodations, in one subject and the alternate assessment in another subject.

The student's team (or 504 coordinator) must consider the following questions each year for each content area scheduled for assessment:

- Can the student take the standard MCAS test under routine conditions?
- Can the student take the standard MCAS test with accommodations? If so, which accommodations are necessary for the student to participate?
- Does the student require an alternate assessment? (Alternate assessments are intended for a very small number of students with significant disabilities who are unable to take standard MCAS tests, even with accommodations.)

Additional guidance on MCAS-Alt participation is provided in the Commissioner's memo and attachments available at. This includes a sample letter which **districts must send to notify the parents of students participating in an alternate assessment**, stating that participation in an alternate assessment may eventually delay or affect their child's ability to complete the state's requirements to earn a high school diploma.

Teams should **not** assume that a student should take an alternate assessment based on the fact that he or she

- has not been provided instruction in the general curriculum, or is frequently absent from school;
- has a specific disability (e.g., all students with intellectual disabilities should not automatically be designated for the MCAS-Alt);
- is placed in a program or classroom where it is expected that students will take the MCAS-Alt;
- has taken an alternate assessment previously (since this is an annual decision);
- has previously failed the MCAS test;
- is an English learner (EL);
- is from a low-income family or is a child in foster care;
- requires the use of assistive technology or an alternative augmentative communication system; or
- attends a school in which the IEP team may have been influenced to designate the student for an alternate assessment in order for the school to obtain disproportionate credit toward the school's accountability rating.

The student's team must review the three options provided on the following pages.

Characteristics of Student's Instructional Program and Local Assessment	Recommended Participation in MCAS
OPTION 1	
If the student is	***Then***
a) generally able to demonstrate knowledge and skills on a computer- or paper-based test, either with or without test accommodations; ***and*** is b) working on learning standards **at or near grade-level expectations**; ***or*** is c) working on learning standards that have been modified and are **somewhat below grade-level expectations** due to the nature of the student's disability;	The student should take the computer- or paper-based **MCAS test**, either under routine conditions or with accommodations and accessibility features that are consistent with the instructional supports provided during instruction and consistent with the MCAS accessibility and accommodations policies. Accommodations must be documented in the student's IEP or 504 plan prior to testing.

Characteristics of Student's Instructional Program and Local Assessment	Recommended Participation in MCAS
OPTION 2	
If the student is	***Then***
a) **generally unable** to demonstrate knowledge and skills on a computer- or paper-based test, even with accommodations; ***and*** is b) working on learning standards that have been **substantially modified** due to the nature and severity of his or her disability; ***or*** is c) receiving **intensive, individualized instruction** in order to acquire, generalize, and demonstrate knowledge and skills;	the student should take the **MCAS Alternate Assessment** (MCAS-Alt) in this subject.

Characteristics of Student's Instructional Program and Local Assessment	Recommended Participation in MCAS
OPTION 3	
If the student is a) working on standards **at or near grade-level expectations**; ***and*** is b) **sometimes able** to take a computer- or paper-based test, either without accommodations, or with one or more test accommodation(s); ***but*** c) has a **complex and significant disability** that does not allow the student to fully demonstrate knowledge and skills on a computer- or paper-based test (Examples of complex and significant disabilities for which the student may require an alternate assessment are provided below.)	***Then*** the student should take the **standard MCAS test**, if possible, with accommodations that are generally consistent with the student's instructional accommodation(s) and the Department's accommodations and accessibility policies. Accommodations must be documented in the student's IEP or 504 plan prior to testing. ***However,*** the team may recommend the MCAS-Alt when the nature and complexity of the disability prevent the student from fully demonstrating knowledge and skills on the standard test, even with the use of accommodations: in these cases, the MCAS-Alt **grade-level portfolio** (in grades 3–8) or **competency portfolio** (in high school) should be compiled and submitted.

B. Students with Complex and Significant Disabilities for Whom an Alternate Assessment May Be Required

While the majority of students who take alternate assessments have significant *cognitive* disabilities, participation in the MCAS-Alt is not limited to those students. When the nature and complexity of a student's disability present significant barriers or challenges to standardized testing, even with the use of accommodations, the student's IEP team or 504 plan may determine that the student should take the MCAS-Alt through either the grade-level (grades 3–8) or competency (high school) portfolio option, even though the student may be working at or near grade-level expectations.

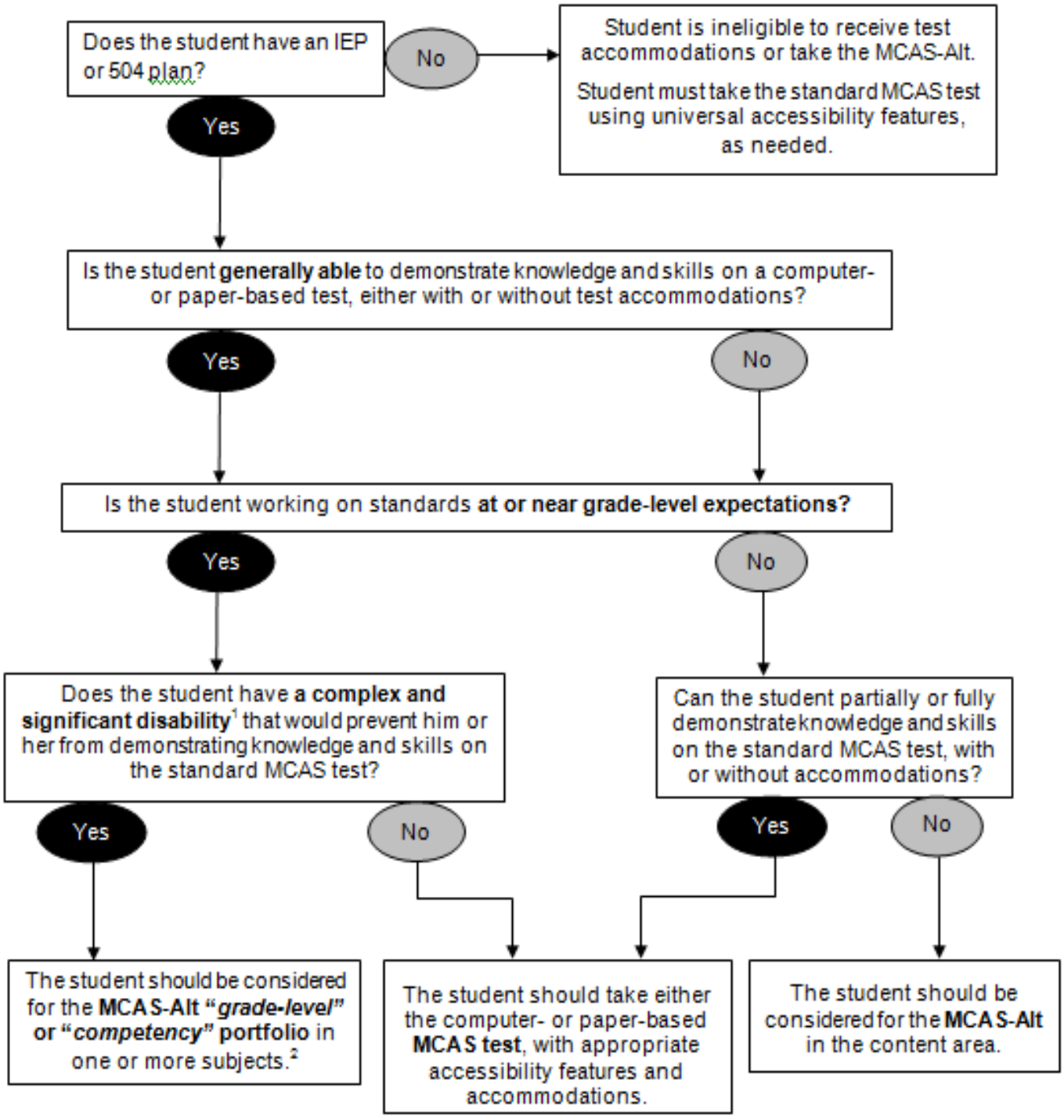
To illustrate the criteria outlined in Options 2 and 3 above, the following are examples of unique circumstances that would warrant the use of either the MCAS-Alt grade-level or competency portfolio.

- A student with a severe emotional, behavioral, or other disability is unable to maintain sufficient concentration to participate in standard testing, even with accommodations.
- A student with a severe health-related disability, neurological disorder, or other complex disability is unable to meet the demands of a prolonged test administration.
- A student with a significant motor, communication, or other disability requires more time than is reasonable or available for testing, even with the allowance of extended time (i.e., the student cannot complete one full test session in a school day, or the entire test within the testing window).

Information on "grade-level" and "competency" portfolios provided on pages 51 -76.

Decision-Making Tool for MCAS Participation by Students with Disabilities

IEP teams and 504 plan coordinators who make annual decisions regarding appropriate student participation in MCAS for each content area being assessed may use the decision chart shown below.

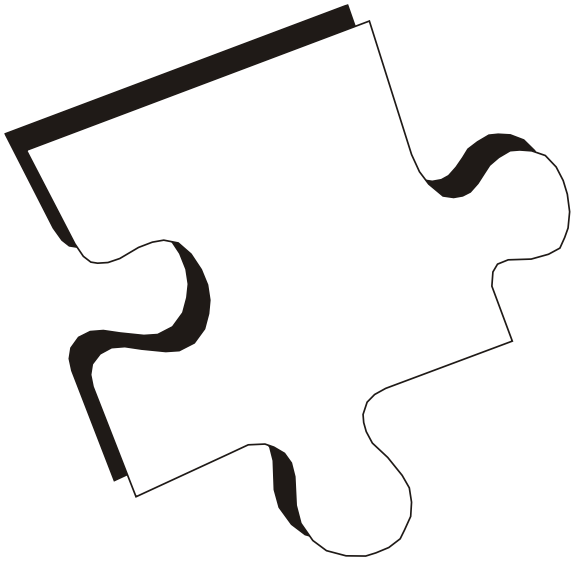


[1] An explanation and examples of "complex and significant disabilities" can be found on page 10 of this manual.

[2] See pages 51–76 for details on the submission requirements of "grade-level" and "competency" portfolios.

PART II

Required Assessments in Each Grade



Required Assessments in Each Grade

The 2019 MCAS-Alt will assess the most recent versions of the Massachusetts curriculum frameworks standards in English language arts and mathematics for students in grades 3–8 and 10; and the 2016 Science and Technology/Engineering (STE) standards for students in grades 5 and 8. For the 2019 MCAS-Alt, high school STE will continue to be based on the 2001/2006 STE standards.

The Fall 2018 Resource Guides must be used as the basis for developing measurable outcomes that will be assessed on the 2019 MCAS-Alt.

The information in Table 1 below and on the following pages outlines the minimum assessment requirements in each grade for students participating in the 2019 MCAS-Alt. Submitting additional evidence beyond the minimum requirement is strongly encouraged.

Table 1
Requirements by Grade for the 2019 MCAS-Alt

Grade 3

ELA	**Required Portfolio Evidence**
Language (based on standards in the "Vocabulary Acquisition and Use" cluster)	• One data chart measuring the student's achievement of the measurable outcome on at least eight different dates, based on **one** standard in the "Vocabulary Acquisition and Use" cluster of the ELA–Language strand; plus • Two additional pieces of primary evidence, plus work description forms, showing the student's achievement of the measurable outcome identified on the data chart
Reading: • Literature *or* • Informational Text	• One data chart measuring the student's achievement based on the measurable outcome on at least eight different dates, based on **either** the Literature **or** Informational ELA–Reading strand; plus • Two additional pieces of primary evidence, plus work description forms, showing the student's achievement of the measurable outcome identified on the data chart **Note:** The **title of the published text** or **photocopy** of the text, if teacher-created or web-based, must be included.
Writing (based on standards in the "Text Type and Purposes" cluster)	• Three different final writing samples in any text type, plus one baseline writing sample in any text type; plus • Work description labels for baseline sample and three final writing samples • A writing rubric for each final writing sample, pre-scored by the teacher. (available in Appendix B)
Mathematics	**Required Portfolio Evidence**
Operations and Algebraic Thinking (OA)	• One data chart measuring the student's achievement of the measurable outcome, on at least eight different dates, based on one entry point or access skill in the Operations and Algebraic Thinking domain; plus • Two additional pieces of primary evidence, plus work description forms, showing the student's achievement of the measurable outcome identified on the data chart
Measurement and Data (MD)	• One data chart measuring the student's achievement of the measurable outcome, on at least eight different dates, based on one entry point or access skill in the Measurement and Data domain; plus • Two additional pieces of primary evidence, plus work description forms, showing the student's achievement of the measurable outcome identified on the data chart

Grade 4

ELA	**Required Portfolio Evidence**
Language (based on standards in the "Vocabulary Acquisition and Use" cluster)	• One data chart measuring the student's achievement of the measurable outcome on at least eight different dates, based on **one** standard in the "Vocabulary Acquisition and Use" cluster of the ELA–Language strand; plus • Two additional pieces of primary evidence, plus work description forms, showing the student's achievement of the measurable outcome identified on the data chart
Reading: • Literature, *or* • Informational Text	• One data chart measuring the student's achievement based on the measurable outcome on at least eight different dates, based on **either** the Literature **or** Informational ELA–Reading strand; plus • Two additional pieces of primary evidence, plus work description forms, showing the student's achievement of the measurable outcome identified on the data chart **Note:** The **title of the published text** or a **photocopy** of the text, if teacher-created or web-based, must be included.
Writing (based on standards from the "Text Type and Purposes" cluster)	• Three different final writing samples in any text type, plus one baseline writing sample in any text type; plus • Work description labels for baseline sample and three final writing samples • A writing rubric for each final writing sample, pre-scored by the teacher. (available in Appendix B)
Mathematics	**Required Portfolio Evidence**
Operations and Algebraic Thinking (OA)	• One data chart measuring the student's achievement of the measurable outcome, on at least eight different dates, based on one entry point or access skill in the Operations and Algebraic Thinking domain; plus • Two additional pieces of primary evidence, plus work description forms, showing the student's achievement of the measurable outcome identified on the data chart
Number and Operations–Fractions (NF)	• One data chart measuring the student's achievement of the measurable outcome, on at least eight different dates, based on one entry point or access skill in the Number and Operations–Fractions domain; plus • Two additional pieces of primary evidence, plus work description forms, showing the student's achievement of the measurable outcome identified on the data chart

Grade 5

ELA	**Required Portfolio Evidence**
Language (based on standards in the "Vocabulary Acquisition and Use" cluster)	• One data chart measuring the student's achievement of the measurable outcome on at least eight different dates, based on **one** standard in the "Vocabulary Acquisition and Use" cluster of the ELA–Language strand; plus • Two additional pieces of primary evidence, plus work description forms, showing the student's achievement of the measurable outcome identified on the data chart
Reading: • Literature or • Informational Text	• One data chart measuring the student's achievement based on the measurable outcome on at least eight different dates, based on either the Literature or Informational ELA–Reading strand; plus • Two additional pieces of primary evidence, plus work description forms, showing the student's achievement of the measurable outcome identified on the data chart **Note:** The title of the published text or photocopy of the text, if teacher-created or web-based, must be included.
Writing (based on standards from the "Text Type and Purposes" cluster)	• Three different final writing samples in any text type, plus one baseline writing sample in any text type; plus • Work description labels for baseline sample and three final writing samples • A writing rubric for each final writing sample, pre-scored by the teacher. (available in Appendix B)
Mathematics	**Required Portfolio Evidence**
Number and Operations in Base Ten (NBT)	• One data chart measuring the student's achievement of the measurable outcome, on at least eight different dates, based on one entry point or access skill in the Number and Operations in Base Ten domain; plus • Two additional pieces of primary evidence, plus work description forms, showing the student's achievement of the measurable outcome identified on the data chart
Number and Operations–Fractions (NF)	• One data chart measuring the student's achievement of the measurable outcome, on at least eight different dates, based on one entry point or access skill in the Number and Operations–Fractions domain; plus • Two additional pieces of primary evidence, plus work description forms, showing the student's achievement of the measurable outcome identified on the data chart
Science and Technology/ Engineering (STE)	**Required Portfolio Evidence** Evidence may be compiled over two consecutive school years in this subject (i.e., from 7/1/17 to 3/29/19)
Any **three** of the four STE disciplines: • Life Science • Earth and Space Sciences • Physical Science • Technology/ Engineering	• Choose one core idea for each STE discipline. • Six STE Summary Sheets (available in Appendix C), each addressing one entry point or access skill in the core idea, including a total of at least three different science practices • Three pieces of primary evidence, each attached to its corresponding STE Summary Sheet, representing each of three different science practices (See pages 32-35 for detailed information)

Grade 6

ELA	**Required Portfolio Evidence**
Language (based on standards from the "Vocabulary Acquisition and Use" cluster)	• One data chart measuring the student's achievement of the measurable outcome on at least eight different dates, based on **one** standard in the "Vocabulary Acquisition and Use" cluster of the ELA–Language strand; plus • Two additional pieces of primary evidence, plus work description forms, showing the student's achievement of the measurable outcome identified on the data chart
Reading: • Literature, • Informational Text, • Literacy in Science and Technical Subjects, *or* • Literacy in History/Social Studies	• One data chart measuring the student's achievement based on the measurable outcome on at least eight different dates, based on **either** the Literature **or** Informational ELA–Reading strand; plus • Two additional pieces of primary evidence, plus work description forms, showing the student's achievement of the measurable outcome identified on the data chart **Note:** The **title of the published text** or **photocopy** of the text, if teacher-created or web-based, must be included.
Writing (based on standards from the "Text Type and Purposes" cluster)	• Three different final writing samples in any text type, plus one baseline writing sample in any text type; plus • Work description labels for baseline sample and three final writing samples • A writing rubric for each final writing sample, pre-scored by the teacher (available in Appendix B)
Mathematics	**Required Portfolio Evidence**
Ratios and Proportional Relationships (RP)	• One data chart measuring the student's achievement of the measurable outcome, on at least eight different dates, based on one entry point or access skill in the Ratios and Proportional Relationships domain; plus • Two additional pieces of primary evidence, plus work description forms, showing the student's achievement of the measurable outcome identified on the data chart
The Number System (NS)	• One data chart measuring the student's achievement of the measurable outcome, on at least eight different dates, based on one entry point or access skill in The Number System domain; plus • Two additional pieces of primary evidence, plus work description forms, showing the student's achievement of the measurable outcome identified on the data chart

Grade 7

ELA	**Required Portfolio Evidence**
Language (based on standards from the "Vocabulary Acquisition and Use" cluster)	• One data chart measuring the student's achievement of the measurable outcome on at least eight different dates, based on **one** standard in the "Vocabulary Acquisition and Use" cluster of the ELA–Language strand; plus • Two additional pieces of primary evidence, plus work description forms, showing the student's achievement of the measurable outcome identified on the data chart
Reading: • Literature, • Informational Text, • Literacy in Science and Technical Subjects, *or* • Literacy in History/Social Studies	• One data chart measuring the student's achievement based on the measurable outcome on at least eight different dates, based on **either** the Literature **or** Informational ELA–Reading strand; plus • Two additional pieces of primary evidence, plus work description forms, showing the student's achievement of the measurable outcome identified on the data chart **Note:** The **title of the published text** or **photocopy** of the text, if teacher-created or web-based, must be included.
Writing (based on standards from the "Text Type and Purposes" cluster)	• Three different final writing samples in any text type, plus one baseline writing sample in any text type; plus • Work description labels for baseline sample and three final writing samples • A writing rubric for each final writing sample, pre-scored by the teacher (available in Appendix B)
Mathematics	**Required Portfolio Evidence**
Ratios and Proportional Relationships (RP)	• One data chart measuring the student's achievement of the measurable outcome, on at least eight different dates, based on one entry point or access skill in the Ratios and Proportional Relationships domain; plus • Two additional pieces of primary evidence, plus work description forms, showing the student's achievement of the measurable outcome identified on the data chart
Geometry (G)	• One data chart measuring the student's achievement of the measurable outcome, on at least eight different dates, based on one entry point or access skill in the Geometry domain; plus • Two additional pieces of primary evidence, plus work description forms, showing the student's achievement of the measurable outcome identified on the data chart

Grade 8

ELA	**Required Portfolio Evidence**
Language (based on standards from the "Vocabulary Acquisition and Use" cluster)	• One data chart measuring the student's achievement of the measurable outcome on at least eight different dates, based on **one** standard in the "Vocabulary Acquisition and Use" cluster of the ELA–Language strand; plus • Two additional pieces of primary evidence, plus work description forms, showing the student's achievement of the measurable outcome identified on the data chart
Reading: • Literature, • Informational Text, • Literacy in Science and Technical Subjects, *or* • Literacy in History/Social Studies	• One data chart measuring the student's achievement based on the measurable outcome on at least eight different dates, based on **either** the Literature **or** Informational ELA–Reading strand; plus • Two additional pieces of primary evidence, plus work description forms, showing the student's achievement of the measurable outcome identified on the data chart **Note:** The **title of the published text** or **photocopy** of the text, if teacher-created or web-based, must be included.
Writing (based on standards from the "Text Type and Purposes" cluster)	• Three different final writing samples in any text type, plus one baseline writing sample in any text type; plus • Work description labels for baseline sample and three final writing samples • A writing rubric for each final writing sample, pre-scored by the teacher (available in Appendix B)
Mathematics	**Required Portfolio Evidence**
Expressions and Equations (EE)	• One data chart measuring the student's achievement of the measurable outcome, on at least eight different dates, based on one entry point or access skill in the Expressions and Equations domain; plus • Two additional pieces of primary evidence, plus work description forms, showing the student's achievement of the measurable outcome identified on the data chart
Geometry (G)	• One data chart measuring the student's achievement of the measurable outcome, on at least eight different dates, based on one entry point or access skill in the Geometry domain; plus • Two additional pieces of primary evidence, plus work description forms, showing the student's achievement of the measurable outcome identified on the data chart
Science and Technology/ Engineering	**Required Portfolio Evidence** Evidence may be compiled over two consecutive school years in this subject (i.e., from 7/1/17 to 3/29/19)
Any **three** of the four STE disciplines: • Life Science • Earth and Space Sciences • Physical Science • Technology/ Engineering	• Choose one core idea for each STE discipline. • Six STE Summary Sheets (available in Appendix C), each addressing one entry point or access skill in the core idea, including a total of at least three different science practices • Three pieces of primary evidence, each attached to its corresponding STE Summary Sheet, representing each of three different science practices (See pages 32-35 for detailed information)

High School: Grade 10

ELA	Required Portfolio Evidence
Language (based on standards from the "Vocabulary Acquisition and Use" cluster)	• One data chart measuring the student's achievement of the measurable outcome on at least eight different dates, based on **one** standard in the "Vocabulary Acquisition and Use" cluster of the ELA–Language strand; plus • Two additional pieces of primary evidence, plus work description forms, showing the student's achievement of the measurable outcome identified on the data chart
Reading: • Literature, • Informational Text, • Literacy in Science and Technical Subjects, *or* • Literacy in History/Social Studies	• One data chart measuring the student's achievement based on the measurable outcome on at least eight different dates, based on **either** the Literature **or** Informational ELA–Reading strand; plus • Two additional pieces of primary evidence, plus work description forms, showing the student's achievement of the measurable outcome identified on the data chart **Note:** The **title of the published text** or **photocopy** of the text, if teacher-created or web-based, must be included.
Writing (based on standards from the "Text Type and Purposes" cluster)	• Three different final writing samples in any text type, plus one baseline writing sample in any text type; plus • Work description labels for baseline sample and three final writing samples • A writing rubric for each final writing sample, pre-scored by the teacher (available in Appendix B)
Mathematics	**Required Portfolio Evidence**
Any **three** of five conceptual categories in High School Mathematics (see Fall 2017 Resource Guide) • Number and Quantity • Algebra • Functions • Geometry • Statistics and Probability	For each of the three selected conceptual categories: • One data chart measuring the student's achievement of the measurable outcome on at least eight different dates, based on one standard in the selected Mathematics conceptual category; plus • Two additional pieces of primary evidence, plus work description forms, showing the student's achievement of the measurable outcome identified on the data chart Measurable outcomes may be based on entry points selected either from high school or from lower grade levels in related domains, according to the table shown on page 32.

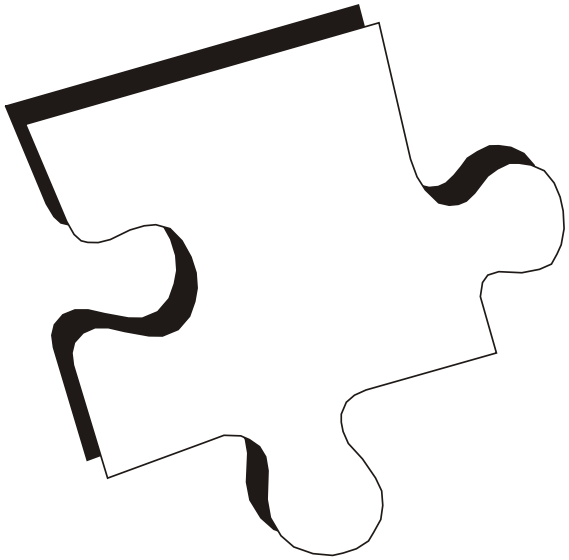
High School: Grade 9 or 10

(The science and technology/engineering portfolio may be submitted *either* in grade 9 or 10.)

Science and Technology/ Engineering	Required Portfolio Evidence Evidence may be compiled over two consecutive school years in this subject (i.e., from 7/1/17 to 3/29/19)
Any three standards in **one** of the following disciplines: • Biology • Chemistry • Introductory Physics • Technology/Engineering (Based on the 2001/2006 STE Standards)	For **each** of the three selected standards: • One data chart measuring the student's achievement of the measurable outcome on at least eight different dates; plus • Two additional pieces of primary evidence, plus work description forms, showing the student's achievement of the measurable outcome identified on the data chart

PART III

Portfolio Evidence



Portfolio Evidence

A. Portfolio Contents Checklist

The student's MCAS-Alt portfolio must include the required forms (unless noted otherwise) listed below, in addition to the portfolio evidence. Place a check next to each item included in the portfolio. All forms may be photocopied from originals found in Appendix B or may be completed using the Forms and Graphs Online application. Consent forms in English and Spanish are available in the Appendix.

- ☐ **Artistic cover** (recommended, but not required) designed and produced by the student, inserted in the front window of the three-ring portfolio binder.

- ☐ **Portfolio Cover Sheet** containing important demographic information about the student, inserted as the first page of the portfolio.

- ☐ **Student's Introduction to the Portfolio** produced by the student using his or her primary mode of communication describing "what I want others to know about me as a learner and about my portfolio."

- ☐ **Verification Form** signed by the parent(s), guardian, or primary care provider signifying that they have reviewed their child's portfolio, or, at a minimum, was invited to do so. In the event no signature was obtained, the school must include a record of attempts to invite the parent(s), guardian, or primary care provider to view the portfolio.

- ☐ **Consent Form to Photograph and/or Videotape a Student**, kept *on file* at the student's school, if images or recordings of the student are included in the portfolio. This consent form gives permission *only* for the student to be recorded digitally in photographs or video for the MCAS-Alt portfolio and is **not** a consent form for the student to participate in an alternate assessment. Please do not substitute a "blanket" consent form for this purpose.

- ☐ **Weekly schedule** documenting the student's program of instruction, including participation in the general academic curriculum.

- ☐ **School calendar**, placed in the left inside pocket of the binder, indicating dates in the current school year (including summer school dates, if applicable) in which the school is in session, and days, such as snow days and professional development days, on which school was *not* in session. (Note: Submit the previous school year's calendar, as well, if assessing Science and Technology/ Engineering over a two-year period.)

- ☐ **Strand Cover Sheet** placed at the beginning of each portfolio strand submitted. A portfolio strand includes a set of evidence that addresses a specific measurable outcome.

- ☐ **Work Description** form attached to each piece of primary evidence, providing required information about the work sample, photograph, or video clip. If work description labels are not used, all required information must be written directly on each piece of evidence.

B. Requirements in Each Portfolio Strand

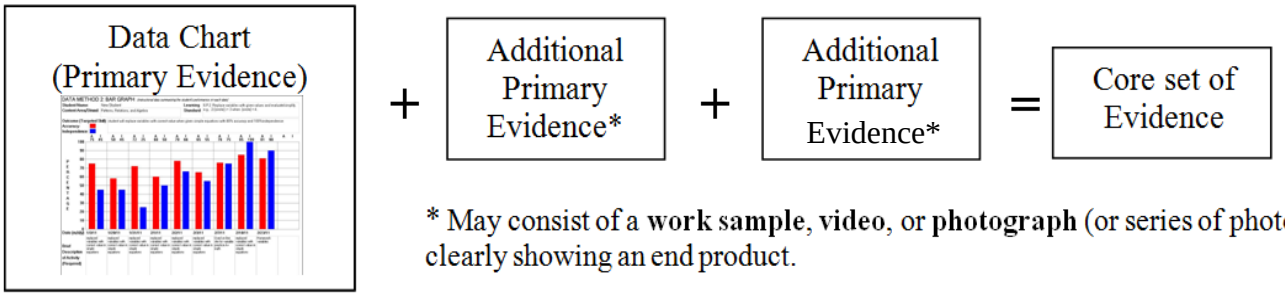
Core Set of Evidence (for ELA–Language, ELA–Reading, Mathematics, and High School STE)

Each portfolio strand requires the submission of a "core set of evidence," which includes a **minimum of one data chart and two pieces of additional primary evidence** (See Figure 1).

Exceptions to this rule apply to ELA–Writing and grades 5 and 8 STE, which require the submission of other materials (See Unique Portfolio Requirements in Certain Subjects, beginning on page 30)

The Department strongly encourages teachers to **include more than the required minimum amount of evidence** to reduce the chances of a content area being scored *Incomplete*.

Figure 1
Core Set of Evidence Required for Each Portfolio Strand
(except ELA–Writing and Grades 5 and 8 STE)



* May consist of a **work sample**, **video**, or **photograph** (or series of photos) clearly showing an end product.

C. General Guidelines to Create a Portfolio Strand

1. Review the section on Required Assessments (see page 13) to determine the strands and subjects required for assessment in the student's grade.
2. Refer to the *Fall 2018* Resource Guide for Students with Disabilities in the content area being assessed (see Figure 2) and select a **learning standard** in the student's grade for the strand/domain/conceptual category required for assessment in the student's grade.
3. Determine the appropriate **level of complexity** for the student by determining whether the student will address an:
    - *entry point* (grade-level academic content at a lower level of complexity), or
    - *access skill* (motor and communication skill addressed during a standards-based activity). Note: Only a small number of students with the most complex and significant cognitive disabilities will address access skills because they are not yet able to address even the lowest entry points.
4. Then, select a specific **entry point** or **access skill** that seems challenging and attainable for the student (pre-testing the skill may help determine a precise skill to target).
5. Create a **measurable outcome** based on the entry point or access skill (see Creating a Measurable Outcome on page 24)
6. **Register for the free** Forms and Graphs Online **application to create all of the necessary forms.**
7. Instruct and begin assessing the student on his or her acquisition of the skill. Document the percent of accuracy and independence for each date on which the skill is assessed.

D. Using the Resource Guide to Select a Skill for Assessment

The Resource Guide for each subject is organized into **strands** or **domains/conceptual categories** for each successive grade in which the strand/domain/conceptual category is to be taught. **Standards** in each grade are grouped into **clusters** of related standards within each strand/domain or conceptual category.

A list of standards is provided in the Resource Guide, followed by a list of **entry points** (in each grade or grade span) and **access skills** (only in the lowest grade or grade span listed for each strand, domain, or discipline) that describe outcomes at lower levels of complexity linked with grade-level standards. Entry points are typically listed in a continuum from lowest to highest level of complexity for the grade. Review entry points at the "More Complex" end of the continuum and move to lower levels of complexity as needed to select an appropriate skill to assess (see Figure 2). It is also acceptable to select an entry point for assessment from an **earlier grade level** in the same topic, if available, to meet the needs of the student.

Figure 2
Excerpt from the *Resource Guide for Students with Disabilities* in ELA–Language

ENTRY POINTS and ACCESS SKILLS to Language Standards in Grades Pre-K–1

Less Complex ⟷ **More Complex**

	ACCESS SKILLS The student will:	ENTRY POINTS The student will:	ENTRY POINTS The student will:	ENTRY POINTS The student will:
Vocabulary Acquisition and Use	♦ Respond to materials related to vocabulary acquisition ♦ Attend visually, auditorially, or tactilely to materials related to vocabulary acquisition ♦ Track (shift focus from materials to speaker) materials	**4. Word Analysis:** ♦ Match words or pictures that are similar in meaning ♦ Match familiar objects to their purpose ♦ Answer questions about familiar items found in the environment	**4. Word Analysis:** ♦ Match words to familiar objects ♦ Show common suffixes with words or pictures (e.g., dogs, playing) ♦ Answer questions about the meaning of words found in stories or poems	**4. Word Analysis:** ♦ Describe common words using key attributes (e.g., big dog, small desk) ♦ Answer questions about the meaning of new words introduced through storybooks or activities ♦ Describe familiar objects and their purpose

Teachers may select an entry point for assessment either:

1. **"as written"** in the Fall 2018 Resource Guide in the subject being assessed, without making any changes.
2. **with minor modifications**, as long as the essential meaning and intent of the entry point is maintained. For example, if the entry point says "*Solve word problems involving the addition of fractions using manipulatives*" in the *Number and Operations–Fractions* domain, the words "*using manipulatives*" may be removed, since manipulatives are not the only way to perform the skill. However, "*addition of fractions*" must be included.
    - Entry points as they appear in the Resource Guide may not be **excessively modified** by the teacher, and if selected for assessment, will likely result in a score of *Incomplete*, unless approval is obtained in writing from the Department prior to portfolio submission in March 2019. If in doubt as to whether a modification of an entry point is acceptable, please contact the Department at mcas@doe.mass.edu.

3. **with one or more related skills**, in cases where an entry point includes more than one skill
    - **If more than one skill is listed in an entry point connected by "and," the teacher may select one or both skills to assess**. For example, if the entry point says "*Group objects into fives and tens,*" one *or* both skills may be assessed (i.e., grouping into just fives or just tens). However, if *both* skills are selected for the measurable outcome, then *both* skills must be assessed during *each* activity.
    - **If more than one skill is listed in an entry point connected by "or"** (e.g., "*Identify the meaning of words, phrases, or sentences*"), **then *any or all* of the skills may be assessed on each date.**
    - **Note that entry points containing "and" may *not* be changed to "or," and vice versa.**

E. Creating a Measurable Outcome

Measurable outcomes may be created from an *entry* point or *access* skill, as follows:

- Using the Resource Guide in the subject required for assessment, select a skill to be assessed that will be challenging and attainable over the course of at least 8 different dates.
- Select the desired percent of accuracy and independence on the part of the student that would constitute sufficient mastery of the skill (e.g., 80 percent accuracy and 80 percent independence). These criteria are selected by the teacher for instructional purposes only, and do not need to be attained before submission of the portfolio.
- Data charts and primary evidence must be based on the measurable outcome, and must reflect the student's actual performance of the selected skill.
- Review the examples below to see how the entry points (bolded) have been transformed into measurable outcomes by adding the student's name, plus the criteria for mastery (in italics):
    - Pasquale will **compare groups of objects to demonstrate the meaning of "greater than" and/or "less than"** *with 75 percent accuracy and 90 percent independence.*
    - Nila will **identify angles within a shape** *with 80 percent accuracy and 100 percent independence.*
- A measurable outcome based on an access skill may require different criteria to determine accuracy, such as in the example below where the student's ability to respond within a specific time frame (i.e., *latency*) is being measured.
    - Harvey will **respond to material related to the key details in a literary text** *within 15 seconds of the directive, with 75 percent accuracy and 100 percent independence*
- Instructional activities should assess only the skill(s) listed in the measurable outcome.
- If the measurable outcome has been changed, then begin a new data chart.

F. Guidelines to Create a Data Chart

A data chart is required in each ELA–Language, ELA–Reading, Mathematics, and high school Science and Technology/Engineering portfolio strand (data charts are *not* required for ELA–Writing and grades 5 and 8 STE strands). Data charts provide evidence of a student's progress over time in mastering the skill described in the measurable outcome.

Blank and sample completed data charts are provided in Appendix A. Teachers are encouraged to use the Forms and Graphs Online application to complete their data charts.

Each data chart must include:

- the student's name, content area, grade-level standard, and measurable outcome being assessed;
- a minimum of **8 different dates** on which school is in session;
- a percentage of **accuracy** and **independence** for instructional activities related to the measurable outcome on each date. Percentages for multiple activities conducted on a single date should be combined and averaged. **Note** that zero percent accuracy and zero percent independence for an activity is *not* an acceptable data point and should not be included on the data chart;
- activities that begin **below 80 percent accuracy *and/or* 80 percent independence** to indicate that the student is being taught a skill that he or she has not already mastered;
- a **brief description** of the learning activity beneath each data point that clearly describes ***what*** *the student did* and ***how*** *the student addressed the skill*, taking care to document only the specific skill listed in the measurable outcome; for example:
  - *(Student) determined the meaning of ten synonyms from the context of a story by completing answers on a worksheet;*
  - *…orally answered six comprehension questions after reading Missing Links;*
  - *…completed ten 2-digit-by-1-digit multiplication problems on the computer;*
  - *…classified objects into solid, liquid, and gas categories using an interactive whiteboard;*
  - *…retold a birthday party story in chronological order using a topic board;*

  Or the following brief descriptions of an activity assessing an access skill:
  - *(Student) moved 10 plastic coins into a piggy bank as they were counted.*
  - *…. imitates the action required to divide objects in half, using foam balls.*
- documentation of activities that are either included as separate work samples in the portfolio, or not, at the teacher's discretion.

Data Chart formats

Any of the following three data chart formats may be used to collect data on the student's performance and submitted in the MCAS-Alt portfolio. Blank data charts are available in Appendix B or in Forms and Graphs Online. Sample completed data charts are available in Appendix A.

- **Field data charts**, which are most effective for collecting response-by-response data on many repeated tasks, trials, or activities conducted during a single session. This allows relevant information for each response to be collected while the activity is conducted. Field data charts are also effective for tasks that do not yield tangible work samples.
- **Bar graphs** and/or **line graphs,** which are effective for documenting a student's performance over a period of time, and visually portray the student's trend and overall performance "at a glance."

Collecting the Data

Collecting data on student's performance is an essential part of good instruction and ongoing assessment. Instructional data can help educators make valid and objective decisions about what to teach based on what the student has or has not already learned, and documents vital information on the effectiveness of the instruction provided.

Record data *only* for those skills that are directly based on the measurable outcome. When *unrelated* or *multiple* skills are included on the same data chart, the data will be inconclusive and the chances of scoring *Incomplete* will increase.

Data can be collected either during routine classroom instruction, in a general education setting, in the community, or during tasks and activities set up specifically for assessing the student.

It may take time to find a method that feels comfortable and to establish a consistent routine for collecting data. When data are collected consistently and systematically, summarized clearly, and analyzed objectively, educators can maximize instructional time and provide high-quality evidence for the MCAS-Alt portfolio. This will also increase the likelihood of the student's success.

Instructional approaches should be individualized, even if similar activities are taught in a group setting, and the resulting data should be unique to the student.

When designing instruction for data and/or evidence collection, consider the following:

- Which *accommodations* and accessibility features support the student to perform as *independently* as possible?
- Which instructional *adaptations* or *modifications* are needed?
- Does the data change depending on *where* and *when* the instruction occurs?
- Does the data change based on *who* is delivering the instruction?
- Does the level of student engagement change depending on the use of various materials during instruction?

If the student's data chart reflects that he/she *is not* making effective progress toward meeting the original measurable outcome, or has made very rapid progress in learning the skill, consider the following possibilities:

- the complexity of the skill may need to be altered, a new measurable outcome established, and a new data chart created
- the activity format or materials may need to be altered
- instruction is not being delivered as intended

G. Additional Pieces of Primary Evidence

In addition to the data chart, at least two additional pieces of **primary evidence** must be included that document the student's performance of the skill selected for assessment in the measurable outcome. The evidence may already be documented on the data chart, but not required. All of the primary evidence should provide tangible evidence of the student's performance of the skill listed in the measurable outcome. (Note: Work and Video Description labels are located in Appendix B or Forms and Graphs Online)

Each piece of additional primary evidence must include the following information, either on a work description label attached to the evidence, or written directly on each piece of primary evidence:

- student's name
- date of completion of the activity
- percentage of accuracy of the student's overall performance on a single date
- percentage of independence (i.e., percent of independent versus non-independent responses)
- a brief description of the task or activity

The following examples of primary evidence may be included in the portfolio:

1. **Work samples** produced by the student that
   - show the student's authentic performance;
   - are attached to a completed Work Description label;
   - may also be included on the data chart, though this is not required.
2. **Photographs** that document the skill listed in the measurable outcome and clearly show an image of the final product of instruction, including
   - instructional products that are either
     - three-dimensional;
     - temporary in nature (e.g., a model or presentation);
     - too large, fragile, or perishable to include in the portfolio;
   - the steps, or sequence of steps, leading to a final product in an instructional activity that cannot be included in the portfolio (e.g., a pattern of shapes created by a student).
3. **Video samples** that clearly show images that:
   - document the student performing the measurable outcome;
   - are no more than three minutes in length;
   - include a transcription of the audio portion, if difficult to understand;
   - are submitted on a standard DVD, CD, or flash drive that is clearly labeled with student's name and SASID, with the specific file name indicated, and is securely attached within the portfolio binder; and
   - include a Video Description form
   - Other **digital evidence** submitted in any of the following digital formats: Word, PowerPoint, .pdf, .txt, or .jpg (JPEG). Note: Flash drives, rather than CD/DVDs, are encouraged for submission of digital evidence.

   Note: Remember to obtain prior written **consent** from the parent, guardian, or student (if 18 years or older) before including **photographic or video images** of a student in the portfolio. If a student's peers are shown in an image or video, consent must also be obtained for those students. **Consent forms** for these purposes are provided in Appendix B and in Forms and Graphs Online, and must be kept on file at the school.
4. **Teacher-scribed work samples** for students who cannot produce written work or whose hand writing is illegible, that**:**
   - document a series of trials conducted during a single session;
   - document the student's responses (i.e., levels of accuracy and independence) for each item/trial;
   - contain detailed information describing the materials, context of the activity, and expected response (see the example in Appendix A).

H. Calculating Accuracy and Independence

The overall percent of accuracy and independence must be documented for each activity on the data chart and in the additional pieces of primary evidence. Upon completion of each activity, the teacher must calculate the overall percentage of accuracy and independence, based on the average values for accuracy and independence for all activities conducted on that date. Percent accuracy and percent independence are recorded for that date on the data chart or on a work description label (or written directly on the evidence) for each piece of additional primary evidence. The final portfolio strand score

will be calculated based on an average of the percentages of accuracy and independence in the **final one-third time frame** in which those activities were conducted.

The percent of ***accuracy*** for each activity must indicate the percent of correct responses in relation to the number of total responses (e.g., 8/10 correct = 80%). Teachers must score each activity by marking responses on the work samples that are incorrect so scorers can verify the overall percentage of accuracy. Incorrect responses may not be corrected by the teacher and submitted as accurate responses.

The percent of ***independence*** for each activity must indicate the percent of independent responses in relation to the number of total responses (e.g., 3 prompts out of 15; therefore, 12/15=80% independent). An *independent* response occurs when the student responds to an instructional demand *without the use of prompts or assistance* that would guide them to give a correct response. Teachers should mark prompted responses on the work samples to assist in verifying the overall percentage of independence.

Cues and Prompts versus Accommodations

- *Accommodations* given to the student are *not* considered "prompts" for the purpose of calculating independence (e.g., use of a text reader, scribe, or calculator) because they **allow the student to respond independently** during the activity.
- *Cues* and *prompts* that **assist the student to get the answer** are included as non-independent responses in the calculation of independence. Telling the student to *"pick up your pencil"* or *"focus on your work"* should *not* be considered prompts in the calculation of independence.
- The use of a "prompt scale" or "prompt hierarchy" that bases the percentage of independence on the kind of prompt used are *not* relevant for calculating the percent of independence. **Any prompted response is 0 percent independent**, regardless of the type of prompt used with the student during an activity. Hand-over-hand assistance is *always* considered a prompted, non-independent response.

Review Figure 3 regarding the calculation of accuracy and independence during an instructional activity. After *each* response, the teacher indicates whether the student's response was correct or incorrect (accuracy), and whether the response was independent or prompted (independence).

Measurable Outcome: *The student will answer comprehension questions based on informational text with 80% accuracy and 100% independence.*

Brief description: *Student orally responded to five comprehension questions about a story read in class.*

Figure 3
Calculating Accuracy and Independence for a Series of Responses

Question Number	***Accurate or Inaccurate***	***Independent or Prompted***
Question 1	Correct response (accurate) (+)	Verbal prompt* (not independent)
Question 2	Incorrect response (inaccurate) (-)	Verbal prompt (not independent)
Question 3	Correct response (accurate) (+)	Gestural prompt (not independent)
Question 4	Incorrect response (inaccurate) (-)	Verbal prompt (not independent)
Question 5	Correct response (accurate) (+)	No prompt (independent)
Overall Percent	(3/5 correct) 60% accurate	(1/5 independent) 20% independent

H. Evidence of Self-Evaluation

Self-evaluation activities document the student's choices, decisions, and preferences before, during, and after instruction, including evidence that the student performed any of the following activities:

- reflecting on his or her performance; for example, the teacher can ask the student:
  - *What did we do during this activity? What did I learn?*
  - *What did I do well? What am I good at? Was this too easy?*
  - *How could I do better? Where do I need help?*
  - *What should I work on next? What would I like to learn?*
- planning and goal setting
- choosing an activity or next steps in an activity
- selecting a problem-solving strategy
- monitoring own progress or use of a strategy (e.g., by checking off steps as each is completed)
- deciding when to continue or end participation in an activity
- identifying and correcting (or editing) his/her own responses
- graphing his/her own performance or progress on a chart, table, or graph
- determining his/her own score using a rubric
- selecting work for his/her own portfolio

Note: Placing a **sticker** or **stamp** on the primary evidence or on the work description label (in the section marked *self-evaluation)* does *not* constitute self-evaluation and does not demonstrate reflection of the student's own performance, unless the student was given a choice of stickers or stamps to apply.

I. Evidence of Generalized Performance

Generalized performance reflects the student's application of knowledge and/or skill in demonstrating the measurable outcome to other learning situations using a range of **instructional approaches and activity formats**, including any of the following instructional elements:

- media and materials (e.g., using art materials, written text, manipulatives, computer)
- activity formats (e.g., participating in classroom projects, small-group discussions, paired research, experiments)
- presentation formats (e.g., using oral, written, or multimedia approaches)
- response format (e.g., handwritten, word-processed, oral, creation of a visual display, video)
- application of skills in community settings (e.g., at the grocery store)

In the brief description of each activity, be sure to describe *how* the student addressed the measurable outcome, so the score for Generalized Performance will reflect the approaches used with the student.

J. Supporting Documentation

Supporting documentation consists of portfolio products that show or describe the *context* of the learning activity, but not the student's actual performance of a final product. Examples may include:

- photographs or videos that show the setting, instructional approach, or materials, but not the final product of a student's performance;
- reflection sheets or other documentation of self-evaluation activities;
- templates, organizers, manipulatives, screen shots from a computer program, etc.

K. Unique Portfolio Requirements in Certain Subjects

1. ELA–Writing (also see page 13), which must include:

- **<u>One</u> baseline writing sample**, or "early attempt" at expressive communication in a particular writing type. The baseline sample should be dated *prior* to the final samples and may either be an outline, graphic organizer, or draft in any text type.
- **<u>Three</u> final writing samples,** each based on a different topic or assignment, which demonstrate the student's *expressive communication skills* and use the student's *primary mode of communication*. Writing samples must be based on an entry point or access skill listed in the ELA–Writing *Text Types and Purposes* cluster in the student's grade (or earlier grade). *Expressive communication* does not include motor skills, such as letter formation, holding a writing tool, scribbling, etc.
- **Each final writing sample must include:**
  - a measurable outcome;
  - percent independence clearly marked on each sample (or on a work description label);
  - a pre-scored writing rubric, with scores indicated by the teacher according to the descriptions listed for each score point on the rubric. ***NEW for 2019:*** A combined scoring rubric for all writing types will be used by teachers to pre-score the writing samples.
- **Self-evaluation**, either listed on the ELA–Writing Work Description, or samples of self-evaluation included in the portfolio. **Note:** Self-evaluation is not listed on the Writing Scoring Rubric, nor should it be pre-scored by teachers.
- Students who communicate at a pre-symbolic language level should be assessed based on the **access skills** listed in the Resource Guide. The portfolio strand must include final written products (generated by the teacher/classmates) that indicates the student's accuracy and independence, and how the student addressed the access skill, during its creation.
- **No data charts** are required in the ELA–Writing strand.
- Student narrative writing samples may not include sequencing of **bathroom-related activities**, which will *not* be scored or included in the minimum requirement of three final writing samples.

Any combination of the following writing types may be submitted:

1. **Opinion (grades 3–5)/Argument (grades 6–8 and 10):** stating a claim, opinion, preference, or analysis based on a text or topic, citing reasons and evidence (from a text, where possible).
2. **Informative/Explanatory text:** conveying or explaining facts, information, or ideas on a topic, including descriptions from a text.
3. **Narrative:** telling a story based on real or imagined events from a text or personal experience; a narrative can be fiction, drama (script), a personal reflection, or an event sequence.
4. **Poetry:** using figurative language (e.g., similes, metaphors), imagery, sounds of words (e.g., rhyme), meter, and/or repetition to express emotion or tell a story.

Primary Mode of Communication

In preparing writing samples, students must use their **primary mode(s) of communication** to convey thoughts, express ideas, and demonstrate knowledge and skills, which may include any of the following communication formats:

- handwritten
- using a word processor or similar device
- dictating to a scribe (transcribed verbatim)

- using a symbol-based communication system, including voice output device (with supporting documentation to show the context of the activity and the choices made by the student)
- assistive technology (word prediction, speech-to-text, etc.)

Pre-scoring Each Final Writing Sample

Prior to submission, teachers will score each of their student's three final writing samples using the state-provided rubric, and include the pre-scored rubric with each final writing sample. Do *not* score the baseline sample, but *do* include the percentage of independence on the work description.

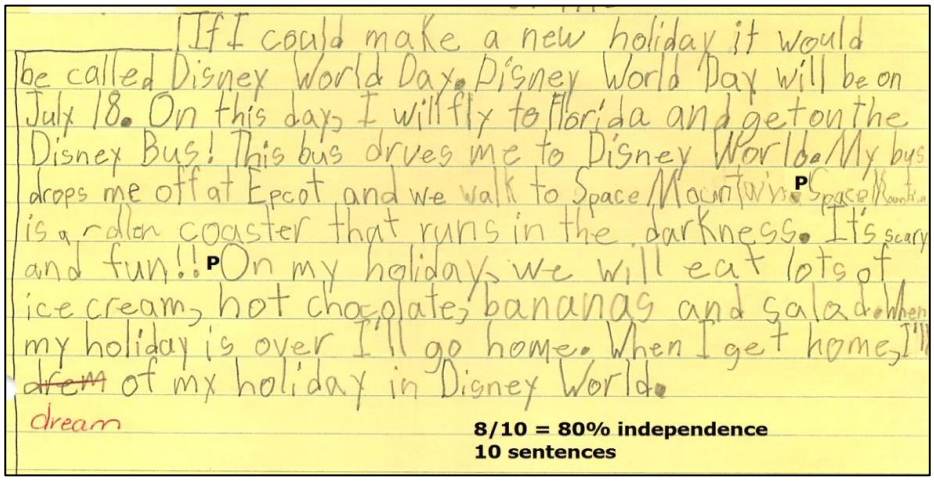
Students should:

- produce each writing sample as independently as possible. The student should complete all text revisions based on suggestions and guidance from the teacher; or the sample should be marked as having been completed by the teacher, if that is the case.

Teachers should:

- carefully review the score-point criteria in the writing rubric and determine the characteristics that are reflected in the writing sample to be scored. Teachers may also wish to focus their writing instruction in the areas that would result in a more favorable score in the future.
- be aware that the scores submitted on the writing rubrics must reflect the responses generated by the *student*, not the work of or corrections provided by the teacher. MCAS-Alt scorers will verify the scores submitted by the teacher and may lower a score if it does not accurately reflect the work of the student.
- reflect revisions made by the teacher in the percentage of independence.
- scribe verbatim what the student has dictated, if the student is dictating a response. The scribe may assume capital letters, spelling, and basic punctuation, but may *not* change or embellish what was dictated.
- base the percent independence for each final sample *either* on the number of prompts per word, per sentence, or per paragraph, at the teacher's discretion, depending on the length and complexity of the writing sample (see example in Figure 4 below).
- consider submitting the student's open-responses to comprehension questions for the ELA–Reading strand as the basis for his or her ELA–Writing sample, as well, since these have already been produced and can serve a dual purpose.

Figure 4
Calculating Percent Independence for a Writing Sample
Based on prompts provided for each <u>sentence</u>



ELA–Reading

The ELA–Reading strand emphasizes the comprehension of text, including the understanding of words, phrases, and sentences *in the context of a text*, rather than in isolation.

Each piece of evidence and each brief description on the data chart must refer *by name* to the text from which words, phrases, or excerpts were selected for assessment, including either:

- the **title** of the published text; or
- a **photocopy** of the text (excerpt), if it is teacher-created or taken from a digital source (e.g., a website such as *Reading A-Z*). In these cases, a sample of the text is all that is required; do not submit the entire text and do not submit only the cover.

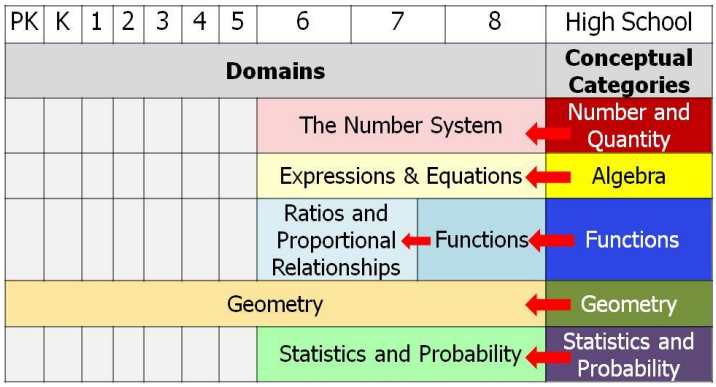
The evidence in this strand must be based either on *informational* or *literary* text, but may not include both.

2. Mathematics

Requirements for Students in Grade 10

For each grade 10 student taking the MCAS-Alt, educators are required, as before, to assess one measurable outcome in each of three high school conceptual categories selected by the teacher. The teacher may select entry points from lower grade levels in related domains, as shown in Figure 5. MCAS-Alt requirements in grade 10 mathematics are described on page 19 of this manual.

Figure 5
High School Mathematics Conceptual Categories and Related Domains from which teachers may select entry points in lower grades, as needed



3. *NEW for 2019!* Science and Technology/Engineering (STE)

Requirements for Students in Grades 5 and 8

Beginning in the 2018–2019 school year, MCAS-Alt STE portfolios for students in **grades 5 and 8** will be based on the *2016 Massachusetts Science and Technology/Engineering (STE) Curriculum Framework*, using the portfolio structure and requirements described below. The Fall 2018 Resource Guides are available here. (Note: Students in **grades 9/10** will continue to be assessed on the 2000/2006 STE standards using the pre-existing portfolio structure and requirements described on pages 32-35.)

The 2016 framework emphasizes the use of **science practices** that promote student engagement in scientific inquiry and engineering design skills, in addition to the content of each discipline.

Features of the 2016 STE Standards and Entry Points

- The STE **disciplines** (strands) of Life Science, Physical Science, Earth and Space Science, and Technology/Engineering remain the same as in the previous STE framework.
- Topics in each discipline are now called **core ideas**.
- The eight **science practices** listed in the 2016 framework are:

    1. Asking (Scientific) Questions and Defining Problems
    2. Planning and Carrying Out Investigations (to gather data and perform experiments to answer a scientific question)
    3. Using Mathematical and Computational Thinking (to answer scientific questions)
    4. Analyzing and Interpreting Data (to recognize patterns and analyze and organize data)
    5. Developing and Using Models (to think about and make sense of an experience and make predictions, using 2-D and 3-D representations, constructions, displays, illustrations, and simulations)
    6. Constructing Explanations and Designing Solutions (to explain phenomena and use evidence to support explanations)
    7. Engaging in Argument from Evidence (to support a claim and critique competing arguments)
    8. Obtaining, Evaluating, and Communicating Information (to research, record, evaluate, and present information from scientific texts and digital sources)

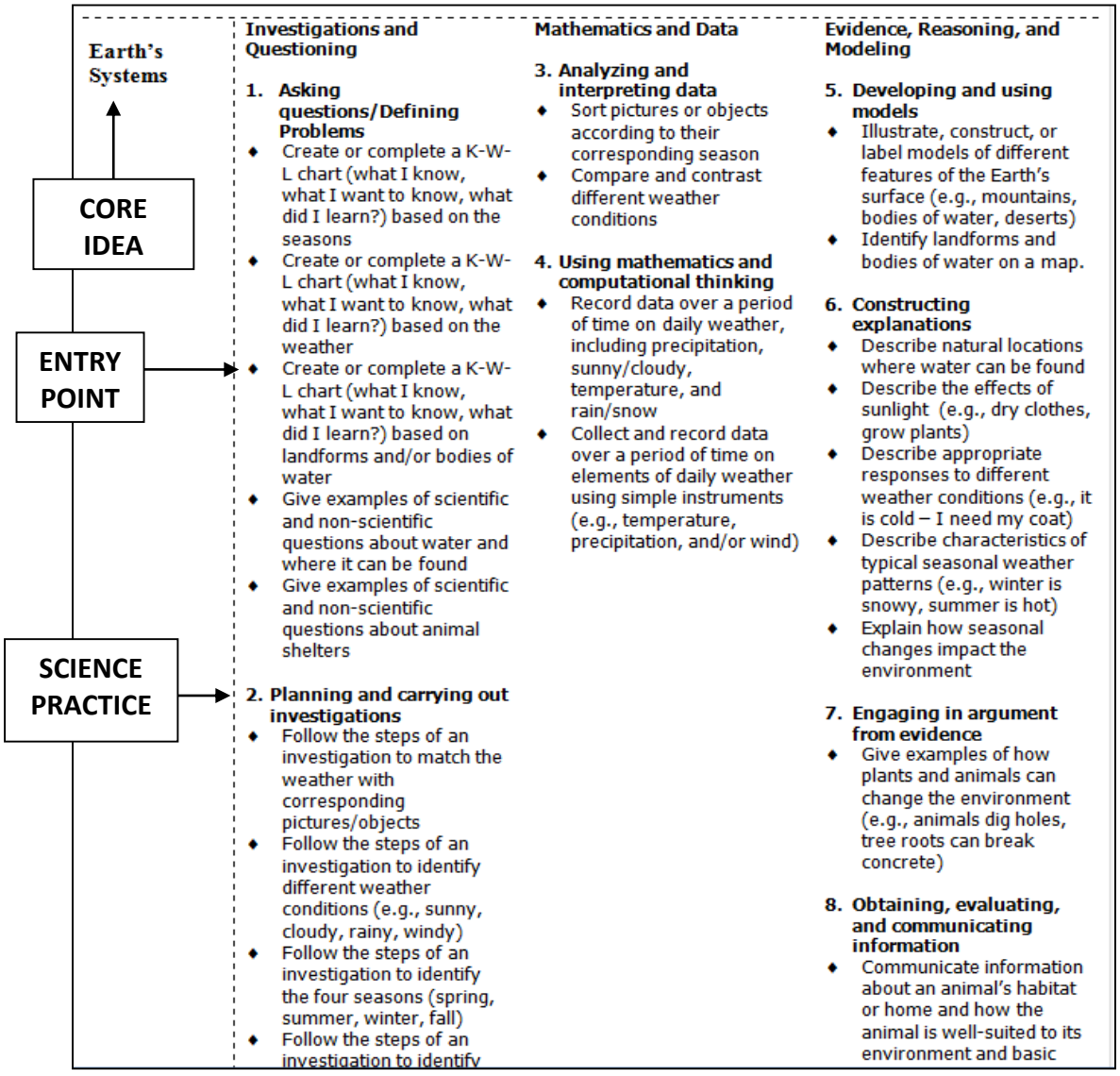
    Science practices are grouped in the STE Resource Guide according to the following scheme:

    - Practices #1–2 are included under the heading "Investigations and Questioning."
    - Practices #3–4 are included under the heading "Mathematics and Data."
    - Practices #5–8 are included under the heading "Evidence, Reasoning, and Modeling."

- **Each entry point and access skill is embedded within a science practice** in the Resource Guide in STE for preK–grade 8 (See Figure 6). Entry points are listed for students who are learning below-grade-level complexity, although not in the familiar "more-to-less complex" order.
- In the grades 5 and 8 STE portfolios, evidence may be collected over **two school years** (i.e., the current and one prior school year). For the spring 2019 MCAS-Alt:

    - STE portfolio strands **begun, but not completed, during the 2017–2018 school year** may continue to use the 2000/2006 version of the STE standards and Resource Guide as the basis for completing the strand(s). Please contact MCAS-Alt@measuredprogress.org for instructions on how to access the 2000/2006 STE standards on Forms and Graphs Online.
    - STE portfolio strands **completed during the 2017–2018 school year** may be submitted as is.
    - All grades 5 and 8 STE portfolio strands **begun during the 2018–2019 school year** must include evidence based only on the new 2016 STE standards and the Fall 2018 Resource Guide in STE.

Figure 6.
Excerpt from the STE Resource Guide in STE — Earth and Space Science



To create the STE portfolio, teachers should conduct the following steps:

Step 1: Choose any three (3) of the following disciplines for each student's STE portfolio:

- Earth and Space
- Life Science
- Physical Science
- Technology/Engineering

Step 2: For each strand, **select a *core idea*** (previously called a *topic*) within the selected discipline that is related, relevant, and that engages and challenges the student.

Step 3: Select at least six (6) entry points within the one selected core idea. Three (3) different science practices must be addressed within the six selected entry points. This will encourage teachers to design related activities that address a theme or unit of study based on the core idea.

As before, if entry points seem too complex at the grade level of the student, select entry points from earlier grade-level clusters in the same core idea.

Step 4: List the following information on each STE Summary Sheet. Teachers are encouraged to use the Forms and Graphs Online application to access and complete the STE Summary Sheet. (A blank activity sheet is provided in Appendix B.)

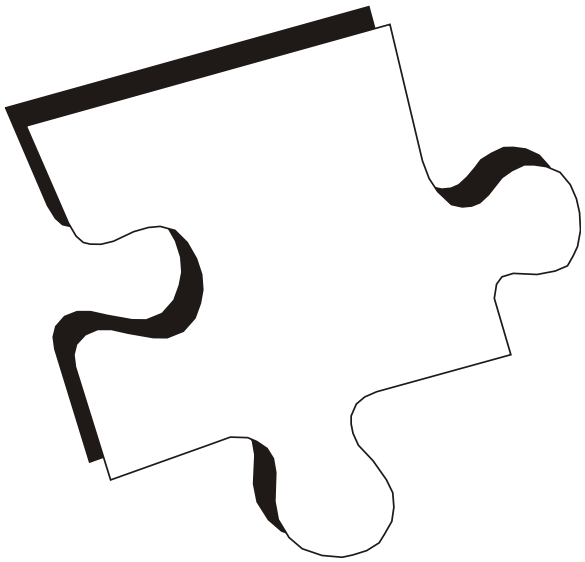
- student's name
- grade
- core idea
- entry point or access skill addressed during the activity
- numbered science practice for each entry point or access skill
- percent accuracy and independence for each activity, task, or response
- date (if activity was done over multiple days, use the date of completion)
- detailed description of the activity (material, instructional approach, activity)

Step 5: Select <u>three</u> work samples to include in the portfolio strand that represent the **three different science practices** listed on the summary sheet. Each sample should clearly show the final product of instruction. Work samples may include photographs, or digital evidence.

Please note: Data charts are not required in the grades 5 and 8 STE portfolio.

PART IV

Scoring Portfolios and Reporting Results



Scoring the MCAS-Alt

A. Scoring Student Portfolios

MCAS-Alt portfolios are scored by trained and qualified scorers whose performance is closely monitored by the Department to ensure that the score of each portfolio is accurate. All portfolios with missing or incomplete information, with evidence that is determined to be unmatched to the required Massachusetts curriculum framework standards for a student in that grade, or that includes evidence for a student who is performing at or close to grade-level expectations, will receive an additional round of review by expert scorers to ensure that results are accurate.

Through verification of the standards being assessed in the *Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities* and the application of a universal scoring rubric, the evidence of the student's performance is evaluated and scored against research-based criteria on how students with significant disabilities learn and demonstrate knowledge and skills. The MCAS-Alt Rubric for Scoring Portfolio Strands was developed with assistance and feedback from hundreds of teachers and a statewide advisory committee. The criteria for scoring portfolios are listed and described on the following pages, and will be detailed in the *2019 Guidelines for Scoring Student Portfolios*, available online in spring 2019.

The scoring of MCAS-Alt portfolios reflects the level at which a student learns, understands, and applies the knowledge and skills outlined in the Massachusetts curriculum frameworks. The MCAS-Alt portfolio measures progress over time, as well as the highest achievement attained by the student on the assessed standards, and incorporate the frequency of the use of cues, prompts, and other assistance provided to the student in determining an overall score.

B. MCAS-Alt Rubric for Scoring Portfolio Strands

The MCAS-Alt Rubric for Scoring Portfolio Strands is shown on page 39, with an explanation of each rubric area on pages 40–44.

The Rubric for Scoring Portfolio Strands is used to generate scores in each portfolio strand based on each rubric area: Level of Complexity (1–5), Demonstration of Skills and Concepts (M or 1–4), and Independence (M or 1–4). Scores are also generated for Self-Evaluation (M, 1, or 2) and Generalized Performance (1 or 2). A score of "M" means there was insufficient evidence or information to generate a numerical score in a rubric area.

Trained and qualified scorers examine each strand of the portfolio and apply the following criteria in order to produce a score in each rubric area, based on the evidence found in the portfolio:

- **level of complexity** at which the student addresses standards in the Massachusetts curriculum framework in the subject being assessed, either at grade-level, through entry points, or through access skills
- **completeness** of all portfolio materials
- **demonstration of skills and concepts (accuracy)** of the student's responses to questions, or of his or her performance of specific tasks
- **independence** of the student in responding to questions, demonstrating knowledge and skills, or performing tasks
- **self-evaluation** during or after each task or activity (e.g., reflection, self-correcting, goal-setting)
- **generalized performance** of the same skill using different instructional approaches, activity formats, or methods of response

C. Using the Scoring Rubric to Guide the Development of Student Portfolios

In order for a portfolio to receive the highest score, it must include evidence that the student has learned challenging academic skills and is able to perform those skills accurately and independently. Evidence taken together should address all areas of the scoring rubric, including self-evaluation and generalized performance. However, a single piece of portfolio evidence cannot, by itself, provide evidence of student learning in every rubric category. A variety of portfolio products must be submitted that support and complement one another and the Department encourages submission of additional products beyond the minimum required for a "core set of evidence," in case some evidence is not scorable.

The MCAS-Alt Rubric for Scoring Portfolio Strands (see following pages) serves several purposes:

- to inform educators and parents of the criteria that will be used to evaluate portfolios
- to score portfolios
- to guide teachers in planning and designing standards-based instruction that yields high-quality products for the student's portfolio

MCAS-Alt RUBRIC for Scoring Portfolio Strands

	1	2	3	4	5
Level of Complexity	Portfolio strand reflects little or no basis in, or is unmatched to, curriculum framework learning standard(s) required for assessment.	Student primarily addresses motor and communication "access skills" during instruction based on curriculum framework standards in this strand.	Student addresses curriculum framework standards that have been modified below grade-level expectations in this strand.	Student addresses a narrow sample of curriculum framework standards (1 or 2) at grade-level expectations in this strand.	Student addresses a broad range of curriculum framework standards (3 or more) at grade-level expectations in this strand.

	M	1	2	3	4
Demonstration of Skills and Concepts (Accuracy)	The portfolio strand contains insufficient information to determine a score.	Student's performance is primarily inaccurate and demonstrates minimal understanding in this strand (0–25% accurate).	Student's performance is limited and inconsistent with regard to accuracy and demonstrates limited understanding in this strand (26–50% accurate).	Student's performance is mostly accurate and demonstrates some understanding in this strand (51–75% accurate).	Student's performance is accurate and is of consistently high quality in this strand (76–100% accurate).
Independence	The portfolio strand contains insufficient information to determine a score.	Student requires extensive verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (0–25% independent).	Student requires frequent verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (26–50% independent).	Student requires some verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (51–75% independent).	Student requires minimal verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (76–100% independent).
Self-Evaluation	Evidence of planning, self-correction, task-monitoring, goal-setting, and reflection was not found in the student's portfolio in this content area.	Student infrequently plans, self-corrects monitors, sets goals, and reflects in this content area — only one example of self-evaluation was found in this strand.	Student plans, self-corrects monitors, sets goals, and reflects in this content area — multiple examples of self-evaluation were found in this strand.		
Generalized Performance		Student demonstrates knowledge and skills in one context or uses one approach and/or method of response and participation in this strand.	Student demonstrates knowledge and skills in multiple contexts or uses multiple approaches and/or methods of response and participation in this strand.		

Expanded Version of the MCAS-Alt Rubric for Scoring Portfolio Strands

1) LEVEL OF COMPLEXITY

To what extent is the portfolio evidence aligned with the standards required for assessment in this subject?

1	2	3	4	5
Portfolio strand reflects little or no basis in, or is unmatched to, curriculum framework learning standard(s) required for assessment.	Student primarily addresses motor, and communication "access skills" during instruction based on curriculum framework standards in this strand.	Student addresses curriculum framework standards that have been modified below grade-level expectations in this strand.	Student addresses a narrow sample of curriculum framework standards (1 or 2) at grade-level expectations in this strand.	Student addresses a broad range of curriculum framework standards (3 or more) at grade-level expectations in this strand.

What each score means in this rubric area:

1. The evidence in this strand documents instruction that is either **unrelated or unmatched to the Massachusetts curriculum framework standards required for assessment**. Either the standards being assessed were not required in the portfolio of a student enrolled in the grade or the evidence does not document the student's participation in a standards-based activity. If a score of 1 is given in Level of Complexity, other rubric areas will not receive a score.
2. The evidence indicates that the student is being exposed to the academic curriculum, but is **not yet addressing academic content and skills** in this subject. He or she is working on communication, and/or motor skills ("access skills") **during** instructional activities based on curriculum frameworks assessed in that grade, which may include exploring methods, tools, and materials in the content area.
3. The evidence indicates that the student is addressing academic content and skills based on curriculum framework standards in this strand, but **standards have been modified to a lower level of complexity** (i.e., below grade-level expectations) compared with standards addressed by a typical student in this grade. Modified standards are called "entry points" and are described in detail in the Department publication *Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities*.
4. The evidence indicates that the student is addressing academic content and skills based on curriculum framework standards **at grade-level expectations; although only a small number of standards (1 or 2) are included** in the portfolio strand.
5. The evidence indicates that the student is addressing academic content based on curriculum framework standards **at grade-level expectations, and a broad range of standards (3 or more) are included** in the portfolio strand.

NOTE: A score of 5 in this rubric area is required for a student to be considered for a score of *Needs Improvement* or higher; and in high school, for a student to earn a Competency Determination. The student must submit the specific portfolio evidence described in the section entitled Grade-Level and Competency Portfolios for Students Who are Achieving at Grade-Level.

2) DEMONSTRATION OF SKILLS AND CONCEPTS

How accurate was the student's performance of the skills and concepts being assessed?

M	1	2	3	4
The portfolio strand contains insufficient information to determine a score.	Student's performance is primarily inaccurate and demonstrates minimal understanding in this strand **(0–25% accurate)**.	Student's performance is limited and inconsistent with regard to accuracy and demonstrates limited understanding in this strand **(26–50% accurate)**.	Student's performance is mostly accurate and demonstrates some understanding in this strand **(51–75% accurate)**.	Student's performance is accurate and is of consistently high quality in this strand **(76–100% accurate)**.

Summary:

This rubric area measures the degree to which the student gave the **correct or desired response(s)** during a task or activity. Teachers must provide the student's percentage of accuracy on (or attached to) *each piece* of primary evidence, and for each data point on the data chart. The percent of accuracy for points on the data chart is calculated by averaging the percentage(s) of accuracy on all tasks and activities performed by the student in the assessed strand or standard on a single date.

What each score means in this rubric area: the "final 1/3 time frame"

Each strand, with the exception of the ELA-Writing, will be scored for *Demonstration of Skills and Concepts* by first identifying the "final 1/3 time frame" on the data chart. If fewer than twelve data points are listed on the data chart the final three points will be calculated. An overall average accuracy percentage will be calculated by the scorer based on the percentage of accuracy for all data points during or after the final 1/3 time frame of the data chart. Based on the average percentage of the data points and evidence in the final 1/3 time frame, the overall score for Demonstration of Skills and Concepts (i.e., 1–4) in the strand is determined using the scoring rubric above.

A score of **"M"** (missing or insufficient evidence) will be given in both *Demonstration of Skills and Concepts* and in *Independence* when the following primary evidence is not included in the strand:

- **one data chart** (labeled correctly) documenting the student's performance of the measurable outcome on **at least eight different dates** that shows the student's overall (i.e., average) accuracy and independence for each date; the percentage must begin **below 80 percent** for either accuracy or independence or both. A **brief description** must be provided for each data point describing what the student was asked to do and how he/she addressed the measurable outcome.
- **two additional pieces of primary evidence** (labeled correctly), such as work samples, videos, or photographs, that document the student performing the same skill as the data chart.

A score of **"M"** will also be given for primary evidence that is not labeled either directly on the evidence or on attached work description labels with the student's name, date of completion, percentage of accuracy, and percentage of independence.

NOTE: See the combined Writing Rubric in Appendix C for information on *Demonstration of Skills and Concepts* for the Writing strand.

3) INDEPENDENCE

How much support and direct assistance does the student require in order to demonstrate knowledge and skills?

M	1	2	3	4
The portfolio strand contains insufficient information to determine a score.	Student requires extensive verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (**0–25% independent**).	Student requires frequent verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (**26–50% independent**).	Student requires some verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (**51–75% independent**).	Student requires minimal verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (**76–100% independent**).

Summary:

This rubric area measures the frequency with which cues and prompts (either verbal, visual, gestural, or physical) were used to assist the student in responding to a task, activity, or assignment. The percent of independence for a single point on a data chart is calculated by averaging the percentage(s) of independent responses on all tasks and activities performed by the student on a single date based on the measurable outcome. ***Any* prompt given to the student during an instructional activity will count as a non-independent response** and the percentage of independence calculated as 0%.

Scoring in this rubric area: **the "final 1/3 time frame"**

Each strand will be reviewed by the scorer for *Independence* who will identify the "final 1/3 time frame" on the data chart (or the final three points, if fewer than twelve points are listed on the chart). An average score will be calculated for independence based on the percentage of independence for all data points during or after the final 1/3 time frame of the data chart. Based on the average of the data points and evidence, the overall score in the strand is then determined using the scoring rubric above.

A score of **"**M**"** (missing or insufficient evidence) will be given in both *Demonstration of Skills and Concepts* and in *Independence* when the following primary evidence is not included in the strand:

- **one data chart** (labeled correctly) documenting the student's performance of the measurable outcome on **at least eight different dates** that shows the student's overall accuracy and independence for each date; the percentage must begin **below 80 percent** for either accuracy or independence or both. A **brief description** must be provided for each data point describing what the student was asked to do and how he/she addressed the measurable outcome.
- **two additional pieces of primary evidence** (labeled correctly), such as work samples, videos, or photographs, that document the student performing the same skill as the data chart.

4) SELF-EVALUATION

How aware is the student of his or her performance, and how often does he or she make decisions or choices that affect the performance?

M	1	2
Evidence of planning, self-correction, task-monitoring, goal-setting, and reflection was **not found** in the student's portfolio in this content area.	Student infrequently plans, self-corrects monitors, sets goals, and reflects in this content area — only **one example** of self-evaluation was found in this strand.	Student frequently plans, self-corrects monitors, sets goals, and reflects in this content area — **multiple examples** of self-evaluation were found in this strand.

Summary:

Self-evaluation, or "thinking about learning," measures how well and how frequently the student:

- reflects on his or her performance
- plans and sets goals
- chooses an activity or next steps in an activity
- selects a problem-solving strategy
- monitors his or her progress or use of a strategy (e.g., checks off steps as each is completed)
- decides when to continue or end participation in an activity
- self-corrects as necessary
- determines own score using a rubric

Evidence of **self-evaluation** must be clearly labeled with the student's name and date, and may be included on the work description label. If it is included on a piece of primary evidence directly, then it should be briefly described by the teacher (for example, "student corrected his/her incorrect answer," or "student chose this piece of work for the portfolio").

5) GENERALIZED PERFORMANCE

How frequently does the student demonstrate knowledge and skills in different contexts, and during instruction that uses multiple approaches and formats?

1	2
Student demonstrates knowledge and skills in **one** context or uses **one** approach and/or method of response and participation in this strand.	Student demonstrates knowledge and skills in **multiple** contexts or uses **multiple** approaches and/or methods of response and participation in this strand.

Summary:
Students with significant cognitive disabilities often have difficulty **generalizing** skills in new settings and situations. This area measures the use of effective classroom strategies for ensuring that students are able to retain and transfer what they have learned (*National Alternate Assessment Center*, 2005).

Generalized Performance reflects the number of **instructional approaches and activity formats** through which the student acquires and demonstrates knowledge and skills, including any of the following elements of instruction:

- *media and materials* (using art materials, written text, manipulatives, computer)
- *activity formats* (classroom projects, small group discussions, paired research, experiments)
- *presentation formats* (oral, written, multimedia)
- *method of response* (handwritten, word-processed, oral, creation of a visual display, on a video)
- *application of skills and/or knowledge* in community settings

Scoring Information:
The score for Generalized Performance will not be increased based on changes in the *setting* or *people* who assist the student.

A score of M will not be given in this rubric area, since portfolio evidence will always demonstrate at least **one** approach or context and result in a score of at least 1.

Age-appropriate instructional materials: When the evidence in the portfolio indicates that materials used during instruction were inappropriate to the student's chronological age, the Generalized Performance score in the strand will be lowered to 1.

Calculating the Overall Achievement Level in the Content Area

To determine the overall achievement level in a content area, each portfolio strand in the content area is scored separately using the Rubric for Scoring Portfolio Strands. Subscore is assigned to each strand by applying the score combinations shown in Table 2 below. An **overall achievement level** is then determined based on calculating the average of all subscores in the assessed strands of a content area and rounding to the nearest achievement level (i.e., where In=1, Aw=2, Em=3, Pg=4, and NI+=5). Scores in *Self-Evaluation* and *Generalized Performance* are not included in the calculation of the overall achievement level.

Table 2
Calculating a "Subscore" in Each Portfolio Strand

A subscore is calculated for each portfolio strand based on the score combinations shown below using the Rubric for Scoring Portfolio Strands. Then, each subscore is combined to yield an overall score in the content area.

Level of Complexity = 1

Demonstration of Skills & Concepts

Independence	M	1	2	3	4
M	In	In	In	In	In
1	In	In	In	In	In
2	In	In	In	In	In
3	In	In	In	In	In
4	In	In	In	In	In

Level of Complexity = 2

Demonstration of Skills & Concepts

Independence	M	1	2	3	4
M	In	In	In	In	In
1	In	Aw	Aw	Aw	Aw
2	In	Aw	Aw	Aw	Aw
3	In	Aw	Aw	Em	Em
4	In	Aw	Aw	Em	Em

Level of Complexity = 3

Demonstration of Skills & Concepts

Independence	M	1	2	3	4
M	In	In	In	In	In
1	In	Aw	Aw	Aw	Aw
2	In	Aw	Aw	Em	Em
3	In	Aw	Em	Pg	Pg
4	In	Aw	Em	Pg	Pg

NOTE:
"M" means the required information was either missing or insufficient to determine a score.

Level of Complexity = 4

Demonstration of Skills & Concepts

Independence	M	1	2	3	4
M	In	In	In	In	In
1	In	Aw	Aw	Aw	Aw
2	In	Aw	Aw	Em	Em
3	In	Aw	Em	Pg	Pg
4	In	Aw	Em	Pg	Pg

Level of Complexity = 5

Demonstration of Skills & Concepts

Independence	M	1	2	3	4
M	In	In	In	In	In
1	In	Aw	Aw	Aw	Aw
2	In	Aw	Em	Em	Em
3	In	Em	Pg	Pg	Pg
4	In	Em	Pg	NI+	NI+

KEY

In	Incomplete
Aw	Awareness
Em	Emerging
Pg	Progressing
NI+	Grades 3–10: Exceeding Expectations, Meeting Expectations, or Partially Meeting Expectations High School Science and Technology Engineering ONLY: Needs Improvement, Proficient, or Advanced

Including MCAS-Alt Results in Reporting and Accountability

A. Reporting an Achievement Level in Each Content Area

For each student who takes the MCAS-Alt, one of the following achievement levels and descriptors will be reported in each content area of the portfolio:

Grades 3–High School (Alternate Achievement Standards)

- ***Incomplete***—**Insufficient evidence and information** was included in the portfolio to allow an achievement level to be determined in the content area.

- ***Awareness***—Students demonstrate **very little understanding** of standards and core knowledge topics contained in the Massachusetts curriculum framework for the content area. Students require extensive prompting and assistance, and their performance is mostly inaccurate.

- ***Emerging***—Students demonstrate a **simple understanding that is below grade-level expectations** of a limited number of standards and core knowledge topics contained in the Massachusetts curriculum framework for the content area. Students require frequent prompting and assistance, and their performance is limited and inconsistent.

- ***Progressing***—Students demonstrate a **partial understanding that is below grade-level expectations** of selected standards and core knowledge topics contained in the Massachusetts curriculum framework for the content area. Students are steadily learning new knowledge, skills, and concepts. Students require minimal prompting and assistance, and their performance is basically accurate.

Grades 3–10 (Grade-Level Achievement Standards for "next-generation" MCAS):

- ***Partially Meets Expectations***— Students performing at this level on this test partially meet grade-level expectations for knowledge, skills, and understanding. These students may need coordinated assistance and/or additional instruction to succeed at the next grade level.

- ***Meeting Expectations***— Students performing at this level on this test meet grade-level expectations for knowledge, skills, and understanding, and are academically prepared to succeed at the next grade level.

- ***Exceeding Expectations***— Students performing at this level on this test exceed grade-level expectations for knowledge, skills, and understanding, and are academically well prepared to succeed at the next grade level.

High School Science and Technology/Engineering ONLY (Grade-Level Achievement Standards for "legacy" MCAS):

- ***Needs Improvement***—Students demonstrate a **partial understanding of grade-level subject matter** and solve some simple problems.

- ***Proficient***—Students demonstrate a **solid understanding of challenging grade-level subject matter** and solve a wide variety of problems.

- ***Advanced***—Students demonstrate a **comprehensive understanding of challenging grade-level subject matter** and provide sophisticated solutions to complex problems.

B. School and District Results

Portfolio Feedback Forms containing preliminary school and district performance-level results will be posted to DropBox Central on the Department's Gateway Portal in mid-June. Official results are posted in fall and reflect the changes made as a result of discrepancies reported to the Department and the results of MCAS-Alt score appeals. Students' portfolios are returned to schools in mid-September.

District-level results include the results of students attending each school in a district, plus those of students who reside in the district and attend publicly funded out-of-district placements, such as educational collaboratives or approved or unapproved private special education schools.

To meet federal requirements for reporting results of statewide assessments for *all* students, the results of MCAS-Alt are included in school, district, and statewide reports of MCAS results. The alternate achievement levels of *Incomplete, Awareness, Emerging*, and *Progressing* are included in the *Not Meeting Expectations* achievement level (or *Warning/Failing* for high school science and technology/engineering) for the purpose of school and district reporting.

C. Parent/Guardian Reports

In September, districts will receive shipments of MCAS-Alt Parent/Guardian Reports, which provide a detailed description of a child's score in each area of the scoring rubric and an overall achievement level in each subject of the alternate assessment. The contents and appearance of the MCAS-Alt Parent/Guardian Report have been updated for 2018 MCAS-Alt and beyond.

The district must send a parent/guardian report to the home of each student who took the MCAS-Alt. If the student is also reported as an English learner, a copy in the student's home language must also be sent. Print copies of the translations of the report "shell" in ten languages are provided in the shipment of MCAS-Alt Parent/Guardian Reports. Translated report "shells" in ten languages are also available online.

D. School and District Accountability

The state's updated accountability system was recently approved by the Board of Elementary and Secondary Education, in accordance with the Every Student Succeeds Act (ESSA). MCAS-Alt results are included, together with the results of students who took the standard MCAS tests. Details on the state's accountability system are available on the Department's website.

Changes to Accountability Reporting for 2019

Accountability determinations for schools that administer next-generation MCAS tests in grades 3-10 in spring 2019 will be based on a combination of indicators, including:

- average scaled MCAS scores in ELA and mathematics in grades 3-8 and 10; and STE for grades 5 and 8 only;
- average student growth percentile (SGP) in ELA and mathematics;
- progress toward attaining English language proficiency for students reported as English learners; and
- percentage of chronically absent students.

The use of *average scaled MCAS scores* as an accountability indicator will necessitate assigning an average scaled score to the results of students who took the MCAS-Alt in ELA and mathematics (grades 3–10) and STE (grades 5 and 8 only), as shown in the Table 4 below.

Table 3
"Next-Generation" MCAS Tests
Scaled Score Ranges

Standard MCAS Achievement level	Scaled Scores
Not Meeting Expectations (NM)	440-469
Partially Meeting Expectations (PM)	470-499
Meeting Expectations (M)	500-529
Exceeding Expectations (E)	530-560

Table 4
"Next-Generation" MCAS Scaled Score Equivalents Assigned to MCAS-Alt Scores
(ELA and mathematics (grades 3–10) and STE (grades 5 and 8 only)

MCAS-Alt achievement level, based on alternate achievement standards	Assigned MCAS Scaled Score Equivalent
Incomplete (INP)	455
Awareness (AWR)	470
Emerging (EMG)	485
Progressing (PRG)	500

Table 5
Grade-level and Competency MCAS-Alt
Scaled Score Equivalents

MCAS-Alt achievement level, based on grade-level achievement standards	Scaled Score
Partially Meeting Expectations (PM)	470
Meeting Expectations (M)	500
Exceeding Expectations (E)	530

Accountability reporting in 2019 for **high school science and technology/engineering (STE)** remains unchanged, with MCAS-Alt results reported using the Composite Performance Index (CPI) shown in Table 6.

Table 6
Composite Performance Index (High School STE only)

"Legacy" MCAS Scaled Score	MCAS Achievement level	MCAS-Alt Achievement Level	CPI Points Awarded
240–280	Proficient and Advanced	Progressing (for certain disability types)[1]	**100**
230–238	Needs Improvement – High	Progressing (for certain disability types)[2] and Emerging	**75**
220–228	Needs Improvement – Low	Awareness	**50**
210–218	Warning/Failing – High	Portfolio Incomplete	**25**
200–208	Warning/Failing – Low	Portfolio Not Submitted	**0**

[1] Intellectual, Sensory/Deaf and Blind, Multiple Disabilities, Autism, and Developmental Delay
[2] Sensory/Hard of Hearing or Deaf, Communication, Sensory/Vision Impairment or Blind, Emotional, Physical, Health, Specific Learning Disabilities, Neurological

E. Policy on Storage and Destruction of Returned MCAS-Alt Portfolios

In September of each year, the Department of Elementary and Secondary Education (ESE) returns scored MCAS-Alt portfolios to the school that submitted them in the spring. Once returned, an MCAS-Alt portfolio becomes part of a student's *temporary record,* and must be kept by the school in a secure location. Under the Massachusetts Student Records Regulations, a temporary record contains everything that is not in the transcript and that is "clearly of importance to the educational process." Principals or their designees are required to periodically review temporary student records and to destroy portions that are "misleading, dated, or irrelevant." Prior to destroying these records, **schools must give parents and eligible students written notice of the intent to destroy records, and of parents' rights to receive copies of these records before they are destroyed** (603 CMR 23.06(2)).

Regardless of the obligation to review and periodically purge temporary records of "misleading, dated, or irrelevant" documents, schools *must* destroy students' temporary records no later than seven years after the student transfers, graduates, or withdraws from public school (i.e., a student's temporary records *must* be destroyed *within* seven years after the student exits). However, **schools *may* destroy "misleading, dated, or irrelevant" documents** prior to this time by providing written notice to the student and his/her parent of the approximate date of destruction of the record and of their right to receive these materials in whole or in part prior to their destruction.

The Department recommends the **following time periods for schools to retain MCAS-Alt portfolios** after the Department has returned them to the schools, based on the general view that, over time, the importance of the portfolios to the educational process diminishes and ultimately becomes dated and irrelevant:

- grades 3–8 ELA and Mathematics portfolios: **two years** after return of portfolios to school
- grades 5 and 8 Science and Technology/Engineering (STE) portfolios:
  - **three years** after grade 5 STE portfolios are returned to school
  - **two years** after grade 8 STE portfolios are returned to school
- high school ELA, Mathematics, and STE portfolios: **two years after the student exits** public education

After the recommended time period, if the student is no longer in the district, or if the parent doesn't want the portfolio after receiving notice of the approximate date of destruction and the parent's right to receive these materials, the school may destroy the portfolio.

Despite these recommendations, schools and districts should be aware of circumstances in which it may be prudent to retain MCAS-Alt portfolios *longer* than the recommended time periods and treat the destruction of MCAS-Alt portfolios for specific students on a case-by-case basis. However, **in all cases, records must be destroyed within the seven-year period described above.**

Please Note:

Districts are reminded that the district must furnish a copy of the portfolio to the eligible student or parent upon request, per (603 CMR 23.07(2)).

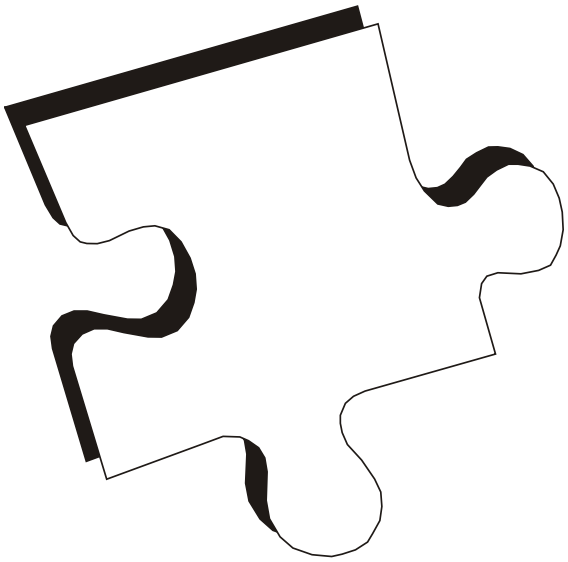
Additionally, when a student is transferring from one Massachusetts district to another, the Department recommends that the previous district send the student's current and/or most recent MCAS-Alt portfolio to the new district.

PART V

"Grade-Level" and "Competency" Portfolios

for Students Who Are Achieving At Grade-Level

(Including Required Forms)



MCAS-Alt "Grade-Level" Portfolios for Students in Grades 3–8

A. Background

Students who are achieving *at or near grade-level expectations* in their classroom work, but who are unable to participate in standard MCAS tests even with the use of accommodations due to the nature of their disabilities, should be considered for the "grade-level" MCAS-Alt portfolio. See the section on Participation Guidelines (pages 8–11) for a description of the characteristics of a relatively small number of students who should be considered for the "grade-level" MCAS-Alt, under "Option 3."

Students who submit grade-level portfolios will be eligible to earn a score of *Partially Meeting Expectations, Meeting Expectations,* or *Exceeding Expectations* if they independently demonstrate the grade-level knowledge and skills described for each standard assessed in their grade.

The Department strongly encourages collaboration between general and special educators in the creation of grade-level portfolios.

B. Requirements for the "Grade-Level" Portfolio:

See Table 7 for the grade-level portfolio requirements in each grade and content area, and be aware of the following information:

- Only work samples are included in the "grade-level" portfolio; **no data charts are required.**
- Multiple work samples (2 or more) must address **all aspects** and all parts of each selected standard (i.e., a., b., c., etc.).
- Work samples must show evidence of the student's thinking and independent problem-solving by showing all work completed by the student to get the answers.
- The portfolio should include, where appropriate, any graphic organizers, scoring rubrics, or tools used by the student.
- A completed "**Grade-Level" Portfolio Cover Sheet** (see page 56) must be placed in the front of the three-ring portfolio binder.
- A completed **"Grade-Level" Portfolio Work Description** must be attached to each work sample (see page 57).

Table 7
"Grade-Level" Portfolio Requirements in Each Grade and Content Area

Grade	"Grade-Level" Portfolio Content Area		
	ELA Work samples sufficient to document all aspects of the following standards:	**Mathematics** Work samples sufficient to document all aspects of the following standards:	**Science and Technology/ Engineering**** Work samples sufficient to document all aspects of the following standards:
3	• Any three **Reading** standards for *Literature* • Any three **Reading** standards in *Informational Text* • Four final writing samples, one in each of three text types,* plus one additional sample selected by the student	• Any three standards in **Operations and Algebraic Thinking (OA)** from different cluster headings • One standard from **Number and Operations in Base Ten (NBT)** • 3.NF.A.2 and 3.NF.A.3 in **Number and Operations– Fractions (NF)** • Any three standards in **Measurement and Data (MD)** from different cluster headings • One standard in **Geometry (G)**	N/A
4	• Any three **Reading** standards for *Literature* • Any three **Reading** standards in *Informational Text* • Four final writing samples, one in each of three text types,* plus one additional sample selected by the student	• Any two standards in **Operations and Algebraic Thinking (OA)** from different cluster headings • Any two standards in **Number and Operations in Base Ten (NBT)** from different cluster headings • Any three standards in **Number and Operations– Fractions (NF)** from different cluster headings • Any two standards in **Measurement and Data (MD)** from different cluster headings • One standard in **Geometry (G)**	N/A

Grade	"Grade-Level" Portfolio Content Area		
	ELA Work samples sufficient to document all aspects of the following standards:	**Mathematics** Work samples sufficient to document all aspects of the following standards:	**Science and Technology/ Engineering**** Work samples sufficient to document all aspects of the following standards:
5	• Any <u>three</u> **Reading** standards for *Literature* • Any <u>three</u> **Reading** standards in *Informational Text* • <u>Four</u> final writing samples, one in each of three text types,* plus one additional sample selected by the student	• <u>One</u> standard in **Operations and Algebraic Thinking (OA)** • Any <u>three</u> standards in **Number and Operations in Base Ten (NBT)** from different cluster headings • Any <u>three</u> standards in **Number and Operations–Fractions (NF)** • Any <u>two</u> standards in **Measurement and Data (MD)** from different cluster heading • <u>One</u> standard in **Geometry (G)**	• Any <u>three</u> standards in each of **three different** STE strands (9 standards in all) selected by the teacher: ○ Earth and Space Science ○ Life Science ○ Physical Science ○ Technology/Engineering
6	• Any <u>three</u> **Reading** standards in *Literature* • Any <u>three</u> **Reading** standards in *Informational Text* • <u>Four</u> final writing samples, one in each of three text types,* plus one additional sample selected by the student. Informational/explanatory text may focus on discipline-specific content in: ○ History/Social Studies ○ Science, or ○ Technical Subjects	• <u>6.RP.A.1</u> or <u>6.RP.A.2</u>, **and** <u>6.RP.A.3</u> in **Ratios and Proportional Relationships (RP)** • Any <u>three</u> standards in **The Number System (NS)** from different cluster heading • Any <u>three</u> standards in **Expressions and Equations (EE)** from different cluster headings • <u>One</u> standard in **Geometry (G)** • <u>One</u> standard in **Statistics and Probability (SP)**	N/A

Grade	"Grade-Level" Portfolio Content Area		
	ELA Work samples sufficient to document all aspects of the following standards:	**Mathematics** Work samples sufficient to document all aspects of the following standards:	**Science and Technology/ Engineering**** Work samples sufficient to document all aspects of the following standards:
7	• Any <u>three</u> **Reading** standards in *Literature* • Any <u>three</u> **Reading** standards in *Informational Text* • <u>Four</u> final writing samples, one in each of three text types,* plus one additional sample selected by the student. Informational/explanatory text may focus on discipline-specific content in: ○ History/Social Studies ○ Science, or ○ Technical Subjects	• <u>7.RP.A.1</u> or <u>7.RP.A.2</u>, **and** <u>7.RP.A.3</u> in **Ratios and Proportional Relationships (RP)** • Any <u>two</u> standards **The Number System (NS)** • Any <u>two</u> standards in **Expressions and Equations (EE)** from different cluster heading • Any <u>two</u> standards in **Geometry (G)** from different cluster heading • Any <u>two</u> standards in **Statistics and Probability (SP)** from different cluster heading	N/A
8	• Any <u>three</u> **Reading** standards in *Literature* • Any <u>three</u> **Reading** standards in *Informational Text* • <u>Four</u> final writing samples, one in each of three text types,* plus one additional sample selected by the student. Informational/explanatory text may focus on discipline-specific content in: ○ History/Social Studies ○ Science, or ○ Technical Subjects	• <u>One</u> standard in **The Number System (NS)** • Any <u>three</u> standards in **Expressions and Equations (EE)** from different cluster heading • Any <u>two</u> standards in **Functions (F)** from different cluster heading • Any <u>three</u> standards in **Geometry (G)** from different cluster heading • <u>One</u> standard in **Statistics and Probability (SP)**	• Any <u>three</u> standards in each of **three different** STE strands (9 standards in all) selected by the teacher: ○ Earth and Space Science ○ Life Science ○ Physical Science ○ Technology/Engineering

* The ELA–Writing strand in the "grade-level" portfolio must include one writing sample in each text type described below, plus one additional writing sample, including all drafts showing revisions made by the student:

- **Opinion (grades 3–5)/Argument (grades 6–8)** stating a claim, opinion, preference, or analysis based on a text or topic, citing reasons and evidence from a text, where appropriate.
- **Informative/Explanatory text** conveying or explaining facts, information, or ideas on a topic, including descriptions from a text.
- **Narrative,** either in **prose** or **poetry** format, documenting real or imagined experiences or events using effective literary techniques, descriptive details, and a clear sequence.

** Work samples for the STE grade-level portfolio may be collected over a period of two consecutive school years (the school year in which they are due for submission and one prior school year)

2019 Grade-Level Portfolio
Cover Sheet

(Include at front of portfolio *only* for a student in grades 3–8 working at or near grade-level)

If this is a **Grade-Level Portfolio**, indicate the content area(s) submitted:

- ☐ ELA
- ☐ MATHEMATICS
- ☐ SCIENCE AND TECHNOLOGY/ENGINEERING

2019 Grade-Level Portfolio
WORK DESCRIPTION

For students in Grades 3-8

(Attach one WORK DESCRIPTION to <u>each work sample</u> in the portfolio.)

Student's Name:		**Date work was produced:**	

Student's grade: _____

Content Area (Check one): ☐ English Language Arts ☐ Mathematics ☐ Science and Technology/Engineering

Strand/Domain: _____

Learning Standard: _____

Brief description of the assignment or activity in the attached work sample:

_____

_____

_____

What was the student's overall percent of accuracy on this assignment?

(Level of **Accuracy** = _____ %)

How much of this assignment was done independently by the student (i.e., without the use of prompts, guidance, coaching, or suggestions)

(Level of **Independence** = _____ %)

If Independence percentage is less than 100%, **what type of assistance** did the student receive on the attached work sample?

_____

_____

Describe any **accommodations** the student received (e.g., scribe, read-aloud, calculator, assistive/augmentative technology, etc.). **Note:** Use of accommodations does not affect the Independence percentage.

_____

_____

List any examples of self-evaluation by the student, including self-correction, editing, planning, reflection, or goal setting.

_____

_____

"Competency Portfolios" to Meet the High School CD Requirement

A. Requirements to Earn a Competency Determination (CD) in Each Subject

When the IEP team or the 504 plan determines that a high school student is working *at, near, or above grade-level expectations,* but is unable to demonstrate knowledge and skills on the standard MCAS tests, even with the use of accommodations, due to the nature and severity of their disability, the team or 504 coordinator should consider designating the student to submit an MCAS-Alt competency portfolio.

If the student demonstrates in his or her portfolio a level of achievement comparable to or higher than that of a student who has scored *Partially Meeting Expectations* in English language arts (ELA) or mathematics, or *Needs Improvement* in Science and Technology/Engineering (STE), on the high school MCAS tests in those subjects, the student will be awarded a Competency Determination (CD) in that subject.

The requirements for compiling and submitting competency portfolios are described in this section. **Note that the requirements for ELA and for mathematics competency portfolios have changed for the 2018-2019 to reflect the 2016 curriculum frameworks and "next-generation" MCAS tests for students in high school.** The Department strongly encourages collaboration between general and special educators on the development of competency portfolios.

Content experts will review and score each competency portfolio, make individual determinations in each subject, and provide feedback to the school submitting the portfolio. In order to earn a CD in a content area, the student's portfolio must:

1. demonstrate that the student has completely and independently addressed *all* required standards and strands/conceptual categories in the subject being assessed, as described in the portfolio requirements for ELA, Mathematics, and/or STE;
2. include work samples compiled under the direct supervision of staff in the district, collaborative, or approved private special education school submitting the appeal. **Data charts like those required in other MCAS-Alt portfolios are *not* required in competency portfolios**;
3. reflect a performance that is equivalent to or higher than a student who has received a score of *Partially Meeting Expectations* on the high school ELA, Mathematics, and/or *Needs Improvement* on the STE MCAS test;
4. include a completed **Competency Portfolio Cover Sheet** (see page 70) in the front of the three-ring portfolio binder;
5. include a completed **2019 High School Competency Portfolio Work Description** (see pages 71–76) for each work sample.

Students who earn a score of *Partially Meeting Expectations* in ELA and/or mathematics must also fulfill the requirements of an Educational Proficiency Plan (EPP), plus meet local graduation requirements in order to be eligible for a diploma.

Curriculum Frameworks Editions to Use as the Basis for Competency Portfolios

Please note the changes described below regarding the version of the Curriculum Frameworks on which to base the competency portfolio in each subject.

For competency portfolios submitted in spring 2019:

- English Language Arts (ELA)
  - ELA competency portfolios submitted for the first time **in spring 2019** or later must include evidence based on the *2017 Massachusetts Curriculum Framework for English Language Arts and Literacy*. (**Note:** competency portfolio requirements based on the 2017 framework are provided in this section of the manual)
  - ELA competency portfolios submitted for the first time **prior to spring 2019** and *resubmitted* in spring 2019 or later may continue to include evidence based on the *2001/2011 Massachusetts Curriculum Frameworks for English Language Arts and Literacy*. (**Note:** competency portfolio requirements based on the 2001/2011 frameworks are posted separately)
- Mathematics
  - Mathematics competency portfolios submitted for the first time **in spring 2019** or later must include evidence based on the *2017 Massachusetts Curriculum Framework for Mathematics*. (**Note:** competency portfolio requirements based on the 2017 frameworks are posted in this section of the manual)
  - Mathematics competency portfolios submitted for the first time **prior to spring 2019** and *resubmitted* in spring 2019 or later may continue to include evidence based on the *2000/2011 Massachusetts Curriculum Framework for Mathematics*. (**Note:** competency portfolio requirements based on the 2000/2011 frameworks are posted separately.
- Science and Technology/Engineering
  - STE competency portfolios will continue, at least for the current school year, to include evidence based solely on the *2006 Massachusetts Curriculum Framework for Science and Technology/Engineering*.

B. Resubmitting Competency Portfolios beyond Grade 10 for the Competency Determination

There is no requirement to resubmit a competency portfolio beyond grade 10, unless the IEP team or 504 plan has determined that the student is working at or close to a grade 10 level of achievement and is attempting to earn a CD in one or more subjects. Portfolios may include evidence produced and accumulated over multiple years of high school and may be resubmitted annually until such time as the student has earned an achievement level of *Partially Meeting Expectations/Needs Improvement* or higher.

Students who previously submitted a competency portfolio, but scored below *Needs Improvement* are encouraged to **resubmit** their portfolios by **Friday March 29, 2019**, by providing *additional* clearly-labeled work samples in each subject. Results for students in grade 12 will be provided to schools and districts before the end of May, so their portfolios may be resubmitted one additional time, if necessary, by Friday, June 21, 2019, with results provided in early August. Other students will receive their results when MCAS results from the prior year are reported. Districts are encouraged to continue working with students on their competency portfolios even beyond grade 12 and resubmitting them according to published deadlines.

Requirements to Earn a Competency Determination

ENGLISH LANGUAGE ARTS (ELA)

Carefully review the English language arts competency portfolio requirements listed below, since these have been updated to incorporate the content standards contained in the *2017 Massachusetts Curriculum Framework for English Language Arts and Literacy*. Coinciding with the first administration of next-generation MCAS tests in spring 2019 to students in grade 10, those students must now meet new requirements to earn a Competency Determination based on the 2017 standards.

ELA competency portfolios must include the following evidence, at minimum, to be considered for the Competency Determination:

- **Four (4) essays of at least two pages each; AND**
- **Two (2) short responses of at least 2 paragraphs each, as described below**

Each essay and short response must:

- be based on one or more grade 10 texts (Refer to Appendix B in the 2017 English Language Arts and Literacy Curriculum Framework for a list of suggested authors and works);
- be clearly identified on the first page with a title, the student's name, and the date on which it was completed;
- include multiple drafts that:
  - are written entirely by the student, not rewritten by the teacher;
  - indicate a progression of the student's thinking in each successive draft;
  - show independent edits by the student, with meaningful revisions incorporated into subsequent drafts; and
  - do not consist of plot summaries, multiple-choice worksheets, short-answer tests, or quizzes;
- include a completed English Language Arts High School Competency Portfolio Work Description attached to each work sample (See page 71)

Use the guidance on the following page, plus the ELA and literacy standards for a student in grades 9–10 available here, to determine which work samples to submit. An ELA portfolio may include evidence produced over a period of **more than one school year**, beginning as early as grade 9. Evidence may be added to an existing portfolio and resubmitted annually beyond grade 10.

ELA high school competency portfolios must include the following (based on the 2017 Mathematics Curriculum Framework):	
Reading	**Two short responses (one based on grade 10 literature and one based on an informational text), including all drafts,** in which the student produces writing that demonstrates comprehension of text and knowledge in the cluster areas of the **Grades 9–10 Reading Standards** for Literature; Informational Text; and/or Literacy in History/Social Studies, Science, and Technical Subjects (available here). Each short response should be based on a different standards cluster area listed below: 1. *Key Ideas* –Analyze a text and draw conclusions supported by textual evidence, determine a theme or central idea, and/or provide a brief analysis of how complex characters interact, develop, or advance the plot of a narrative text; 2. *Craft and Structure* – Analyze the author's use of language, structure of text, purpose of the text, and/or a character's point of view; and, 3. *Integration of Knowledge and Ideas* – Evaluate, support, or respond to a claim by the author(s) of one or more texts, citing evidence; analyze documents of literary or historical significance; analyze a critical response to a text (e.g., book review).
Writing	**Four essays (at least one in each writing type described below, and one chosen by the student), including all drafts, based on one or more grade-10-level texts** in which the student produces: 1. an **argument** to support a claim (persuasive) on a topic of the student's own choosing, citing textual evidence; 2. an **informational/expository text** that conveys complex ideas and concepts through effective selection, organization, and analysis; 3. a **narrative** to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences; and 4. an essay in any writing type selected from 1–3 above.
Language	The language strand is demonstrated within each essay listed above in which the student shows an ability to understand and independently analyze and appropriately apply: • **knowledge of language**, including making effective choices for meaning or style, and appropriate application in different contexts; • **conventions of standard English** grammar and usage, including punctuation, capitalization, and spelling; and, • **vocabulary acquisition and use**, including the use of grade-appropriate general academic and domain-specific words; and literal/figurative language.

MATHEMATICS

Carefully review the mathematics competency portfolio requirements listed below, since these have been updated to incorporate the content standards contained in the *2017 Massachusetts Curriculum Framework for Mathematics*. Beginning with the spring 2019 administration of next-generation MCAS tests to students in grade 10, those students must now meet new requirements to earn a competency determination based on those standards. Although the new "passing standard" will be comparable to the previous level, at least for students in the classes of 2021 and 2022, the new content standards will now serve as the basis for the grade 10 MCAS assessments in ELA and mathematics, as well as for competency portfolios in those subjects, beginning with portfolios submitted in spring 2019.

Mathematics high school competency portfolios must include the following evidence, at minimum, to be considered for the competency determination:

- at least **four examples or problems solved correctly** by the student that demonstrate **each aspect** of all required standards, as described in the tables below. Submission of additional work samples in each standard is encouraged. Submission of multiple-choice, matching, and fill-in-the-blank worksheets is discouraged.
- an overall score (percent accuracy) given by the teacher for each work sample, with incorrect answers clearly marked; the score for each work sample must exceed 75% accuracy
- work samples produced as independently as possible by the student; the overall score for each work sample must exceed 75% independence on each work sample
  (**Note:** corrections made by the teacher may not be submitted as the student's own work)
- a completed **Mathematics High School Competency Portfolio Work Description** attached to each work sample (See page)
- a clear indication on the Work Description of the type(s) and frequency of assistance and accommodations provided to the student (i.e., percent independence and any accommodations used by the student)
- original student work, rather than photocopies
- work samples *without* model or solved sample problems included with the submitted work

Mathematics portfolios may include evidence produced over a period of **more than one school year**, beginning as early as grade 9. Evidence may be added to an existing portfolio and resubmitted annually beyond grade 10.

Number and Quantity
Submit **at least four examples,** solved correctly by the student, for **each** aspect of **all three** clusters identified in the table below.

Clusters	***Mathematics*** *high school competency portfolios must include the following* (based on the 2017 Mathematics Curriculum Framework)
N-RN.A	☐ Evaluate numerical exponential expressions. *For example,* $10^4 = 10{,}000;\ 2^7 \cdot 3^3 = 3456$ ☐ Evaluate numerical expressions involving rational numbers (using order of operations). *For example,* $\frac{8-4^2 \cdot 5}{3-3^3} = 3$ ☐ Rewrite exponential expressions with variables using the properties of exponents. *For example,* $\frac{x^4}{x^3} = x;\ \frac{a^5b^3c^2}{a^2b^7c^{-1}} = \frac{a^3c^3}{b^4}$
N-RN.B	☐ Perform operations (add, multiply, etc.) on rational and irrational numbers using approximations of irrational numbers. *For example,* $2\sqrt{6} + 7 \approx 2(2.45) = 4.9 + 7 = 11.9;$ $\sqrt{3} \cdot 19 \approx 1.7 \cdot 19 \approx 33$
N-Q.A	☐ Identify appropriate quantities for descriptive modeling. *For example, A city has* 25,068 *registered voters. For an election,* 15,943 *ballots were cast. About what percentage of the city's registered voters cast a ballot in the election? A woman drove on a trip across the country. She drove for about 10 hours each day for 5 days, for a total of 3022 miles. What was the approximate average rate of speed, in miles per hour, that she drove during her trip?* ☐ Identify significant figures in measurements. *For example,* 34.01200 *has* 7 *significant figures;* 93,000,000 *has* 2 *significant figures.*

Algebra

Submit **at least four examples,** solved correctly by the student, for **each** aspect of **any four** of the five clusters or groups of clusters identified in the table below. (Note: Submit at least four examples of each of the tasks shown in **bold**.)

Clusters	Portfolio Requirements (based on the 2017 Mathematics Curriculum Framework)
A-SSE.A A-SSE.B	☐ Create expressions that describe a variety of contexts. *For example, a truck rental that costs* \$12 *per hour plus a flat fee of* \$30 *can be represented by the expression* $12h + 30$. ☐ Interpret parts of mathematical expressions. *For example, for the expression* $2p^4 - 11$, 2 *is the coefficient,* 4 *is the exponent, and* -11 *is the constant.* ☐ Interpret parts of linear expressions. *For example, for the linear expression* $-3x + 100$, *interpret* -3 *as the rate of change (slope) and* 100 *as the initial value (y-intercept).* ☐ Translate between standard and slope-intercept forms of linear equations to reveal slope and y-intercept. *For example, the equation* $3x - 2y = 4$ *is equivalent to* $y = \frac{3}{2}x - 2$ *and thus the line it represents has a slope of* $\frac{3}{2}$ *and a y-intercept of* -2. *Create an equation, in standard form, of a line that has a slope of* -6 *and a y-intercept of* 3.
A-APR.A	☐ **Add**, **subtract** and **multiply** polynomials (including monomials and binomials). *For example,* $2t^2(1 - t) = 2t^2 - 2t^3$; $(2a + 3b + c) - (-7a + 3b) = 9a + c$; $(x - 3)(x + 3) = x^2 - 9$ ☐ Factor polynomial expressions using Greatest Common Factor. *For example,* $2x^5 - 8x^2 - 10x = 2x(x^4 - 4x - 5)$
A-CED.A	☐ Create equations and/or inequalities in one variable from a context. *For example, Jo has saved* \$40 *and needs a total of* \$300 *to buy a laptop. She will save* \$20 *per week. How many weeks will it take to have enough money to buy the laptop?* $(300 = 20n + 40)$. *Student may create equations, inequalities, or some of each.* ☐ Create equations in two variables from a context. *For example, Grant needs* 2 *pounds of apples and raspberries for a pie* $(r + a = 2)$. *He has* \$6 *to spend, and apples cost* \$2.50 *per pound and raspberries cost* \$5 *per pound* $(2.5a + 5r = 6)$. ☐ Graph linear equations on a coordinate plane. *For example, graph* $y = -\frac{2}{3}x + 6$ ☐ Rearrange formulas to highlight a quantity of interest. *For example, given the formula for the volume of a cylinder, solve for the height.*
A-REI.A A-REI.B	☐ Explain each step in the solutions of equations (with or without the formal property name). *For example, "Addition property of equality" or "I added the same number to both sides of the equation" are equally acceptable as justification.* ☐ Show when equations have no solution and explain why. *For example,* $2x + 11 = 2x - 12$ *has no solution because* $11 \neq -12$. ☐ Solve linear equations in one variable. *For example,* $4n - 11 = 25$ ☐ Solve inequalities in one variable. *For example,* $2x - 5 < -3$; $4y + 11 \geq 9y - 9$; $-2x \leq 6$
A-REI.C A-REI.D	☐ Solve systems of linear equations algebraically and/or graphically. *For example, find the solution of* $y = 2x + 4$, $y = -\frac{3}{4}x + 15$ *by using substitution or elimination; Given two lines graphed on a coordinate plane, estimate the coordinates of the point of their intersection.* ☐ Show whether ordered pairs are solutions of a graphed linear equation. *For example, show whether the points* $(1, 7)$, $(3, 13)$, *or* $(6, 16)$ *lie on the graph of* $y = 3x + 4$. ☐ Graph the solutions of inequalities in two variables on a coordinate plane. *For example, graph the solution of the inequality* $y \geq \frac{1}{2}x - 4$. ☐ Determine inequalities in two variables from their graphs. *For example, given a half-plane and its boundary line on a coordinate plane, determine the inequality that describes it.*

Functions

Submit **at least four examples,** solved correctly by the student, for **each** aspect of **any two** of the three clusters or groups of clusters identified in the table below.

Clusters	Portfolio Requirements (based on the 2017 Mathematics Curriculum Framework)
F-IF.A	☐ Distinguish between functional and non-functional relationships. *For example, given a relation shown in a table, a mapping, a set of ordered pairs, a graph or an equation, determine whether the relation is a function.* ☐ Extend a linear sequence given a rule or numbers in the sequence. *For example, The first three numbers in a linear sequence are 4, 11, 18... what is the 6th number in the sequence?; The rule for a linear sequence is "subtract 4" and the first number in the sequence is 124. What are the first 5 numbers in the sequence?* ☐ Evaluate functions for inputs in their domains. *For example, if* $f(x) = -2x - 14$, *evaluate* $f(2)$, $f(20)$, *and* $f(200)$. ☐ Evaluate functions for inputs in their domains in terms of a context. *For example, the relationship between degrees Celsius and degrees Fahrenheit can be represented by the function* $C(F) = \frac{5}{9}(F - 32)$. *Find* °C *for* 50°F, 77°F, *and* 86°F.
F-IF.B F-IF.C	☐ Determine the domain and the range of functions. *For example, given a relation shown in a table, a mapping, a set of ordered pairs, a graph, an equation, or a verbal description, determine both the domain and the range of the relation.* ☐ Calculate (or estimate from a graph) the average rates of change of functions over specific intervals. *For example, determine the average change in temperature from* 10 *a.m. and* 5 *p.m., given the temperatures at those times; determine the average change in the population of a town from 1980 to 2010, given a table of populations and years.* ☐ Graph linear functions and interpret the slope and the rate of change. *For example, profit earned from a car wash can be represented by the function* $P(c) = 11c - 55$. *Graph the function, and interpret the slope as the price charged per car, the y-intercept as the cost of the supplies, and the x-intercept as the number of cars needed to wash to break even.* ☐ Compare properties and/or key features of two linear functions presented in different ways. *For example, given a graph of a company's profits over time, and a table of values of the yearly profits of another company, show which company exhibits greater growth.*
F-LE.A	☐ Distinguish between situations that are modeled by linear and exponential functions (or neither). *For example, the total amount of money deposited in a bank account as a function of a constant weekly deposit is linear, while the current balance in the account as a function of time is exponential.* ☐ Recognize situations in which a quantity changes at a constant rate. *For example, from a graph or a table of values.* ☐ Construct linear functions from graphs, descriptions, or tables of values (including ordered pairs). *For example, given the weight of a boy at age* 3 *was* 38 *lbs. and his weight at age* 15 *was* 170 *lbs., a function that models the boy's weight as a function of his age from* 3 *years old to* 15 *years old is* $w(a) = 11a + 5$. ☐ Compare the values of a linear function and an exponential function as the value of the independent variable increases by showing that eventually, for the same input, the output of an exponential function will exceed the output of the linear function. *For example, if* $f(x) = 600x$ *and* $g(x) = 6^x$, *then* $f(2) > g(2)$, *but* $g(5) > f(5)$.

Geometry

Submit **at least four examples,** solved correctly by the student, for **each** aspect of **any four** of the five clusters or groups of clusters identified in the table below. (Note: Submit at least four examples of each of the tasks shown in **bold**.)

Clusters	Portfolio Requirements (based on the 2017 Mathematics Curriculum Framework)
G-CO.A	☐ Determine the coordinates of points on a grid after a transformation or a series of transformations. *For example, give the coordinates of point B after $\triangle ABC$, graphed on a coordinate plane, is reflected across the x-axis.* ☐ Perform transformations on figures on a coordinate plane. *For example, given a triangle on a coordinate plane, draw the triangle after rotating it* $90°$ *counterclockwise.* ☐ Distinguish between transformations or series of transformations, that yield congruent figures and those that do not. *For example, a translation of* 5 *units left followed by a* $180°$ *clockwise rotation yields a congruent figure, while a reflection across the y-axis followed by a dilation with scale factor* 2*, with respect to the origin, does not.*
G-CO.C	☐ Solve problems that involve **vertical** angles, **corresponding** angles, and **alternate interior** angles. *For example, in a diagram with parallel lines and one or more transversals, solve for a missing angle measure or missing angle measures.* ☐ Solve problems using the triangle sum theorem (including isosceles triangles). *For example, determine a missing angle measure in a triangle with angle measures of* $63°$ *and* $108°$ *or with algebraic expressions for angle measures; determine the measures of the angles in a triangle if they are in the ratio* 7:11:12.
G-SRT.A G-SRT.B G-SRT.C	☐ Determine the coordinates of dilated figures. *For example, give the coordinates of point R, graphed on a coordinate plane, after* $\square PQRS$ *is dilated by scale factor of* $\frac{1}{2}$ *with respect to the origin. Use scale factors that produce similar, but not congruent, figures.* ☐ Determine missing **side lengths** and **angle measures** in similar figures. *For example, given a diagram with similar triangles, solve for a missing side length by using proportions.* ☐ Use the Pythagorean Theorem to solve word problems. *For example, find the height of a building, given the distance from the top of the building to a point a given distance from the base of the building.*
G-GPE.B	☐ Determine the coordinates of the midpoints of line segments graphed on a coordinate plane. *For example, find the midpoint of the line segment with endpoints* $(8,0)$ *and* $(2,-2)$. ☐ Using the coordinates of their vertices, calculate the **perimeter** and the **area** of figures on a coordinate plane. *For example, given a triangle, graphed on a plane, with vertices at* $(-1,7)$, $(5,7)$, *and* $(1,-2)$, *calculate its perimeter, in units, and its area, in square units.*
G-GMD.A	☐ Use volume formulas for **cylinders**, **cones**, and **spheres** to solve problems. *For example, given a cone with a radius of 14 cm and a height of* 27 *cm, calculate its volume, in* cm^3*; Given a sphere with a volume of* 4200 in^3*, calculate its diameter, in inches.*

Statistics and Probability
Submit **at least four examples,** solved correctly by the student, for **each** aspect of **any two** of the three clusters or groups of clusters identified in the table below, unless indicated otherwise. (Note: Submit at least four examples of each of the tasks shown in **bold**.)

Clusters	Portfolio Requirements (from the 2017 Mathematics Curriculum Framework)
S-ID.A	☐ Create and analyze **dot plots**, **histograms**, and **box plots**. *For example, given a set of data, create a histogram and determine the interval that includes the median; given a set of data, create a dot plot and describe its distribution. At least one analysis must be shown for each display created.* ☐ Compare centers and spreads of two or more data sets. *For example, given two box plots, compare the medians and interquartile ranges; add an additional value to a set of data and compare the measures of center and spread of the data sets before and after the value was added.*
S-ID.B S-ID.C	☐ Calculate relative frequencies (joint, marginal, and/or conditional) from two-way tables. *For example, from a table showing spring sports played by student athletes, determine the percentage of senior athletes who play golf (joint), the percentage of the athletes that are juniors (marginal), or the percentage of sophomore athletes who play softball (conditional). All examples may be drawn from the same table.* ☐ Create scatter plots from data, fit trend lines to the scatter plots, and determine equations for the linear functions described by the data. ***Only two of these are required.*** ☐ Describe the intensity and nature of the correlation of data from scatter plots. *For example, the correlation is strong and it is negative; the data indicates that there is no correlation. These examples may be drawn from the scatter plots created by the student.* ☐ Interpret the slope and *y*-intercept of a line of best fit, shown in a scatter plot, in terms of a context. *For example, identify the slope of a line of best fit as a rate of change, and its y-intercept as an initial value, based on a context.*
S-CP.A S-CP.B	☐ Describe events as subsets of a sample space as unions, intersections, or complements of events. *For example, for the sample space of rolling two number cubes, the event "rolling a sum of four" is the subset* {(1,3), (2,2), (3,1)}, *the event "rolling exactly one two AND an even total" is the subset* {(2,4), (2,6), (4,2), (6,2)}, *and the event "rolling doubles OR a sum of eleven" is the subset* {(1,1), (2,2), (3,3), (4,4), (5,5), (5,6), (6,5), (6,6)}. *The event "rolling an even sum" is the complement of the event "rolling an odd sum".* ☐ Construct and interpret two-way frequency tables using two associated variables. *For example, construct a table comparing seniors and juniors who have roles in the school's musicals and dramatic shows and indicate whether there is any association between the students' grade level and the type of show in which they appear.* ☐ Compute probabilities of compound events. *For example, calculate the probability of rolling two number cubes and getting a sum of seven or eight.*

HIGH SCHOOL SCIENCE AND TECHNOLOGY/ENGINEERING–Portfolios submitted for the CD in STE must reflect the *Massachusetts Science and Technology/Engineering High School Standards* (January 2006).

Portfolios may be submitted *either* in grade 9 or 10 and must be based on **one** of the following disciplines:

- Biology
- Chemistry
- Introductory Physics
- Technology/Engineering

In order to be considered for the CD, a high school STE portfolio must include evidence that a student has addressed and demonstrated knowledge and skills in a total of **at least ten standards in the selected discipline** (with evidence of at least *one standard* addressed in each topic). Portfolios must reflect the *Massachusetts Science and Technology/Engineering High School Standards* (January 2006) and demonstrate work by the student at a level comparable with that of students who have passed the standard MCAS test in the discipline.

The portfolio must include the following information and materials:

- work samples created by the student that demonstrate **all aspects** of standards selected for the discipline and topic
- a completed STE High School Competency Portfolio Work Description attached to each work sample (or collection of related work samples) produced for the portfolio
- a score (percent accurate) given by the teacher for each work sample. Work samples must be produced as independently as possible by the student, with all corrections clearly marked. Work samples may not be corrected by the teacher and submitted as the student's own work.
- written evidence of the student's thinking and problem-solving indicating the process used to solve each problem (i.e., show all student work)
- a clear indication of the type(s) and frequency of assistance provided to the student by the teacher (i.e., percent independence and any accommodations used by the student), either written directly on each piece or described on the High School Competency Portfolio Work Description
- submission of multiple-choice, matching, or fill-in-the-blank worksheets is strongly discouraged.

Topics in each STE discipline are listed in the following tables. In the discipline selected for the portfolio, *all* topics must be addressed, with evidence of at least *one standard* addressed in each topic, and a total of *ten standards* in all.

BIOLOGY
Topics:
1. The Chemistry of Life
2. Cell Biology
3. Genetics
4. Anatomy and Physiology
5. Evolution and Biodiversity
6. Ecology

INTRODUCTORY PHYSICS
Topics:
• Motion and Forces
• Conservation of Energy and Momentum
• Heat and Heat Transfer
• Waves
• Electromagnetism
• Electromagnetic Radiation

CHEMISTRY
Topics:
1. Properties of Matter
2. Atomic Structure and Nuclear Chemistry
3. Periodicity
4. Chemical Bonding
5. Chemical Reactions and Stoichiometry
6. States of Matter, Kinetic Molecular Theory, and Thermo chemistry
7. Solutions, Rates of Reaction, and Equilibrium
8. Acids and Bases and Oxidation-Reduction Reactions

TECHNOLOGY/ENGINEERING
Topics:
1. Engineering Design
2. Construction Technologies
3. Energy and Power Technologies—Fluid Systems
4. Energy and Power Technologies—Thermal Systems
5. Energy and Power Technologies—Electrical Systems
6. Communication Technologies
7. Manufacturing Technologies

Work samples generated during one or more of the following activities must be provided in the portfolio that document the student's scientific knowledge, skills, and understanding in the selected discipline at

the grade 9 or 10 level, as identified by the Massachusetts *Science and Technology/Engineering High School Standards*:

- conducting investigations:
    - For example, the student engages in exploratory activities in which he or she identifies a key question, designs a process for gathering information and investigating the question, and incorporates scientific knowledge to produce a response, inference, conclusion, or analysis of findings.
- performing laboratory experiments:
    - For example, the student develops a hypothesis, designs or identifies a procedure for testing the hypothesis, performs a controlled experiment or series of trials, collects data accurately, summarizes and analyzes the results, and draws conclusions.
- conducting research:
    - For example, the student undertakes an activity in which he or she locates and applies available scientific knowledge and/or data from texts, articles, research summaries, etc., in order to describe a process or aspect of the discipline and provides a synthesis of the knowledge acquired, supportable conclusions, and an analysis of findings.
- conducting data analysis:
    - For example, the student accurately collects data generated either by the student, class, or teacher or data compiled from external sources and describes, synthesizes, and analyzes the data to articulate patterns, explain relationships between variables, and draw conclusions.
- completing an independent writing activity:
    - For example, the student writes a persuasive essay or answers a series of guided open-response questions that provide an analysis of scientific materials or data in support of a particular conclusion or point of view.
- developing a scientific model to represent a natural system:
    - For example, the student relates and explains how components of a natural system work together and creates a visual representation of that model.
- solving a technology/engineering design problem by creating a model or prototype:
    - For example, the student demonstrates technical knowledge and an understanding of the steps of the Engineering Design Process by describing a particular design challenge, analyzing relevant information, making predictions, and developing a prototype or model to test the predictions.

For further guidance in planning instructional activities, refer to the actual high school standards, the Scientific Inquiry Skills Standards, and the Steps of the Engineering Design Process in the Massachusetts *Science and Technology/Engineering Curriculum Framework* (*January 2006*).

Work Description Labels

The following pages contain the forms that should be used to describe each portfolio product in the **competency portfolio**. Blank forms may be photocopied and completed by hand, or use the links below to complete a fillable form available at the Department's website.

Legacy MCAS Work Descriptions

- ELA and Mathematics, for resubmission of portfolios begun prior to 2019 (based on the 2001/2011 Curriculum Frameworks for ELA and Mathematics); and
- Science and Technology/Engineering (STE) (based on the 2001/2006 Curriculum Framework for STE)
    - Biology
    - Introductory Physics
    - Chemistry
    - Technology/Engineering

Next-Generation MCAS Work Descriptions

- ELA and Mathematics (based on the 2017 Curriculum Frameworks)

Use this form for competency portfolios that will be submitted for the first time in spring 2019.

2019 MCAS Alternate Assessment

WORK DESCRIPTION
for "Next-Generation" High School Competency Portfolio in
ENGLISH LANGUAGE ARTS (ELA)

(Attach one WORK DESCRIPTION to each work sample in the portfolio.)

Student's Name:		**Date work was produced:**	

This Work Description refers to the content standards for a student in grades 9–10, which are described on pages 108–114 of the 2017 *Massachusetts Curriculum Framework for English Language Arts and Literacy*.

The ELA competency portfolio must include:

- **at least two (2) short responses (one based on Reading-Literary and one based on Reading-Informational text), plus four (4) essays (one in each of three Writing types, and one in student's choice of writing type), for a total of at least six (6) writing samples based on grade 10 texts.**
- multiple drafts, with edits and revisions applied by the student
- one completed ELA Work Description attached to each writing sample

Additional ELA competency portfolio requirements are available in the Educator's Manual for MCAS-Alt.

The attached writing sample is based on the following grade 10 text:

Name of text:_____ (check one): ☐ Literary ☐ Informational

The attached sample is a (check one): ☐ Draft ☐ Final

Below, select where applicable:

- **A., plus the appropriate Reading text type, OR**
- **B., plus the appropriate Writing type, AND**
- **C., the Language standards, if any, documented in the writing sample**

A. ☐ Reading (short response of 1-2 paragraphs)	Reading text type (select one): ☐ Key Ideas ☐ Craft and Structure ☐ Integration of Knowledge and Ideas
B. ☐ Writing (1-2 page essay)	Writing type (select one): ☐ Argument ☐ Informational/Expository ☐ Narrative
C. ☐ Language	Language standards documented in the attached sample (select one or more): ☐ Conventions of Standard English ☐ Knowledge of Language ☐ Vocabulary Acquisition and Use

ON THE ATTACHED WORK SAMPLE:

What score did the student receive? (Level of Accuracy = _____%)

How much work was done independently by the student? (Level of Independence = _____%)

If Level of Independence is less than 100%, what type of assistance, coaching, and/or prompting did the student receive?

Describe any accommodations the student received. (Note: Accommodations do not affect Level of Independence.)

What was the student asked to do in order to complete the attached piece (i.e., what was the assignment)?

Use this form for competency portfolios that will be submitted for the first time in spring 2019.

2019 MCAS Alternate Assessment

WORK DESCRIPTION
for "Next-Generation" High School Competency Portfolio in
MATHEMATICS

(Attach one WORK DESCRIPTION to each work sample in the portfolio.)

Student's Name:		**Date work was produced:**	

This Work Description includes the clusters of content standards found in the 2017 *Massachusetts Curriculum Framework for Mathematics*. Refer to the section on the requirements for competency portfolios.

To be submitted as evidence in the Mathematics competency portfolio, the attached work sample must include:

- a minimum of four examples or problems solved correctly by the student for the selected cluster or group of clusters listed below (unless otherwise indicated).
- evidence of the student's thinking and problem solving (i.e., all student work leading to the solution)
- an overall score that exceeds 75% accuracy and 75% independence, with incorrect answers and corrections marked
  Note: Work corrected by the teacher may not be submitted as the student's own work.

Additional mathematics competency portfolio requirements are available in the Educator's Manual for MCAS-Alt.

Please indicate the conceptual category (e.g., Number and Quantity) and cluster or group of clusters documented in the attached work sample.

☐	**Number and Quantity**	☐ N-RN.A ☐ N-RN.B ☐ N-Q.A
☐	**Algebra**	☐ A-SSE.A, B ☐ A-APR.A ☐ A-CED.A ☐ A-REI.A, B ☐ A-REI.C, D
☐	**Functions**	☐ F-IF.A ☐ F-IF.B, C ☐ F-LE.A
☐	**Geometry**	☐ G-CO.A ☐ G-CO.C ☐ G-SRT.A, B, C ☐ G-GPE.B ☐ G-GMD.A
☐	**Statistics and Probability**	☐ S-ID.A ☐ S-ID.B, C ☐ S-CP.A, B

ON THE ATTACHED WORK SAMPLE:

What score did the student receive? (Level of Accuracy = _____ %)

How much work did the student do independently? (Level of Independence = _____ %)

If Level of Independence is less than 100%, what type of assistance, coaching, and/or prompting did the student receive?

Describe any accommodations the student received. (Note: Accommodations do not affect Level of Independence.)

What was the student asked to do to complete the attached work sample (i.e., what was the assignment)?

Massachusetts Department of Elementary and Secondary Education

2019 MCAS Alternate Assessment

WORK DESCRIPTION for High School Competency Portfolio in High School Science and Technology/Engineering

BIOLOGY

Attach one WORK DESCRIPTION to each work sample work in the portfolio.)

Student's Name:		**Date work was produced:**	

Each topic in this discipline must be addressed at least once in the portfolio. A minimum of **ten standards** must be documented in all. Standards are based on the 2006 Science and Technology/Engineering Curriculum Framework.

Be sure to include:

- a clear description of the activity, a summary of the student's observations, an explanation or analysis of findings, and conclusion(s). Drafts may also be included.
- a score (% accurate) for each piece of student work, with all incorrect answers marked.
- work samples produced as independently as possible by the student, with all corrections clearly marked and a description of the assistance given to the student. The level of independence must be indicated below. Work may not be corrected by the teacher and submitted as the student's own work.

Please indicate the science topic(s) and learning standard(s) documented in the attached work sample.

☐	Chemistry of Life	☐ 1.1 ☐ 1.2 ☐ 1.3
☐	Cell Biology	☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4 ☐ 2.5 ☐ 2.6 ☐ 2.7 ☐ 2.8
☐	Genetics	☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☐ 3.5 ☐ 3.6
☐	Anatomy and Physiology	☐ 4.1 ☐ 4.2 ☐ 4.3 ☐ 4.4 ☐ 4.5 ☐ 4.6 ☐ 4.7 ☐ 4.8
☐	Evolution and Biodiversity	☐ 5.1 ☐ 5.2 ☐ 5.3
☐	Ecology	☐ 6.1 ☐ 6.2 ☐ 6.3 ☐ 6.4

ON THE ATTACHED WORK SAMPLE:

What score did the student receive? (Level of Accuracy = _____ %)

How much was done independently by the student? (Level of Independence = _____ %)

If Level of Independence is less than 100%, what type of assistance, coaching, and/or prompting did the student receive on the attached piece?

Describe any accommodations the student received. (Note: Accommodations do not affect Level of Independence.)

What was the student asked to do in order to complete the attached piece (i.e., what was the assignment)?

2019 MCAS Alternate Assessment

WORK DESCRIPTION for High School Competency Portfolio in High School Science and Technology/Engineering

CHEMISTRY

(Attach one WORK DESCRIPTION to each work sample in the portfolio.)

Student's Name: _____ **Date work was produced:** _____

Each topic in this discipline must be addressed at least once in the portfolio. A minimum of **ten standards** must be documented in all. Standards are based on the 2006 Science and Technology/Engineering Curriculum Framework.

Be sure to include:

- a clear description of the activity, a summary of the student's observations, an explanation or analysis of findings, and conclusion(s). Drafts may also be included.
- a score (% accurate) for each piece of student work with all incorrect answers marked.
- work samples produced as independently as possible by the student, with all corrections clearly marked and a description of the assistance given to the student. The level of independence must be indicated below. Work may not be corrected by the teacher and submitted as the student's own work.

Please indicate the science topic(s) and learning standard(s) documented in the attached work sample.

☐	**Properties of Matter**	☐ 1.1 ☐ 1.2 ☐ 1.3
☐	**Atomic Structure and Nuclear Chemistry**	☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4 ☐ 2.5 ☐ 2.6 ☐ 2.7
☐	**Periodicity**	☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4
☐	**Chemical Bonding**	☐ 4.1 ☐ 4.2 ☐ 4.3 ☐ 4.4 ☐ 4.5 ☐ 4.6
☐	**Chemical Reactions and Stoichiometry**	☐ 5.1 ☐ 5.2 ☐ 5.3 ☐ 5.4 ☐ 5.5 ☐ 5.6
☐	**States of Matter, Kinetic Molecular Theory, and Thermochemistry**	☐ 6.1 ☐ 6.2 ☐ 6.3 ☐ 6.4 ☐ 6.5
☐	**Solutions, Rates of Reaction, and Equilibrium**	☐ 7.1 ☐ 7.2 ☐ 7.3 ☐ 7.4 ☐ 7.5 ☐ 7.6
☐	**Acids and Bases and Oxidation-Reduction Reactions**	☐ 8.1 ☐ 8.2 ☐ 8.3 ☐ 8.4

ON THE ATTACHED WORK SAMPLE:

What score did the student receive? (Level of Accuracy = _____ %)

How much was done independently by the student? (Level of Independence = _____ %)

If Level of Independence is less than 100%, what type of assistance, coaching, and/or prompting did the student receive on the attached piece?

Describe any accommodations the student received. (Note: Accommodations do not affect Level of Independence.)

What was the student asked to do in order to complete the attached piece (i.e., what was the assignment)?

2019 MCAS Alternate Assessment

WORK DESCRIPTION for High School Competency Portfolio
in High School Science and Technology/Engineering

INTRODUCTORY PHYSICS

(Attach one WORK DESCRIPTION to each work sample in the portfolio.)

Student's Name:		**Date work was produced:**	

Each topic in this discipline must be addressed at least once in the portfolio. A minimum of **ten standards** must be documented in all. Standards are based on the 2006 Science and Technology/Engineering Curriculum Framework.

Be sure to include:

- a clear description of the activity, a summary of the student's observations, an explanation or analysis of findings, and conclusion(s). Drafts may also be included.
- a score (% accurate) for each piece of student work with all incorrect answers marked.
- work samples produced as independently as possible by the student, with all corrections clearly marked and a description of the assistance given to the student. The level of independence must be indicated below. Work may not be corrected by the teacher and submitted as the student's own work.

Please indicate the science topic(s) and learning standard(s) documented in the attached work sample.

☐	**Motion and Forces**	☐ 1.1 ☐ 1.2 ☐ 1.3 ☐ 1.4 ☐ 1.5 ☐ 1.6 ☐ 1.7 ☐ 1.8
☐	**Conservation of Energy and Momentum**	☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4 ☐ 2.5
☐	**Heat and Heat Transfer**	☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4
☐	**Waves**	☐ 4.1 ☐ 4.2 ☐ 4.3 ☐ 4.4 ☐ 4.5 ☐ 4.6
☐	**Electromagnetism**	☐ 5.1 ☐ 5.2 ☐ 5.3 ☐ 5.4 ☐ 5.5 ☐ 5.6
☐	**Electromagnetic Radiation**	☐ 6.1 ☐ 6.2

ON THE ATTACHED WORK SAMPLE:

What score did the student receive? (Level of Accuracy = _____ %)

How much was done independently by the student? (Level of Independence = _____ %)

If Level of Independence is less than 100%, what type of assistance, coaching, and/or prompting did the student receive on the attached piece?

Describe any accommodations the student received. (Note: Accommodations do not affect Level of Independence.)

What was the student asked to do in order to complete the attached piece (i.e., what was the assignment)?

WORK DESCRIPTION for High School Competency Portfolio in High School Science and Technology/Engineering

TECHNOLOGY/ENGINEERING

(Attach one WORK DESCRIPTION to each work sample in the portfolio.)

Student's Name:		**Date work was produced:**	

Each topic in this discipline must be addressed at least once in the portfolio. A minimum of **ten standards** must be documented in all. Standards are based on the 2016 Science and Technology/Engineering Curriculum Framework.

Be sure to include:

- a clear description of the activity, a summary of the student's observations, an explanation or analysis of findings, and conclusion(s). Drafts may also be included.
- a score (% accurate) for each piece of student work with all incorrect answers marked.
- work samples produced as independently as possible by the student, with all corrections clearly marked, and a description of the assistance given to the student. The level of independence must be indicated below. Work may not be corrected by the teacher and submitted as the student's own work.

Please indicate the science topic(s) and learning standard(s) documented in the attached work sample.

☐	**Engineering Design**	☐ 1.1	☐ 1.2	☐ 1.3	☐ 1.4	☐ 1.5	
☐	**Construction Technologies**	☐ 2.1	☐ 2.2	☐ 2.3	☐ 2.4	☐ 2.5	☐ 2.6
☐	**Energy and Power Technologies—Fluid Systems**	☐ 3.1	☐ 3.2	☐ 3.3	☐ 3.4	☐ 3.5	
☐	**Energy and Power Technologies—Thermal Systems**	☐ 4.1	☐ 4.2	☐ 4.3	☐ 4.4		
☐	**Energy and Power Technologies—Electrical Systems**	☐ 5.1	☐ 5.2	☐ 5.3	☐ 5.4	☐ 5.5	
☐	**Communication Technologies**	☐ 6.1	☐ 6.2	☐ 6.3	☐ 6.4	☐ 6.5	
☐	**Manufacturing Technologies**	☐ 7.1	☐ 7.2	☐ 7.3			

ON THE ATTACHED PIECE OF STUDENT WORK:

What score did the student receive? (Level of Accuracy = _____ %)

How much was done independently by the student? (Level of Independence = _____ %)

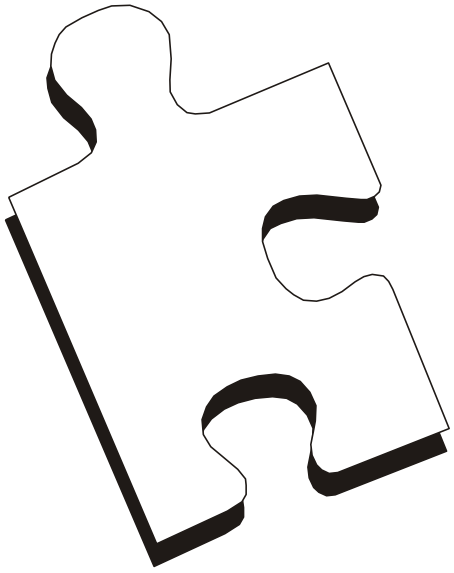
If Level of Independence is less than 100%, what type of assistance, coaching, and/or prompting did the student receive on the attached piece?

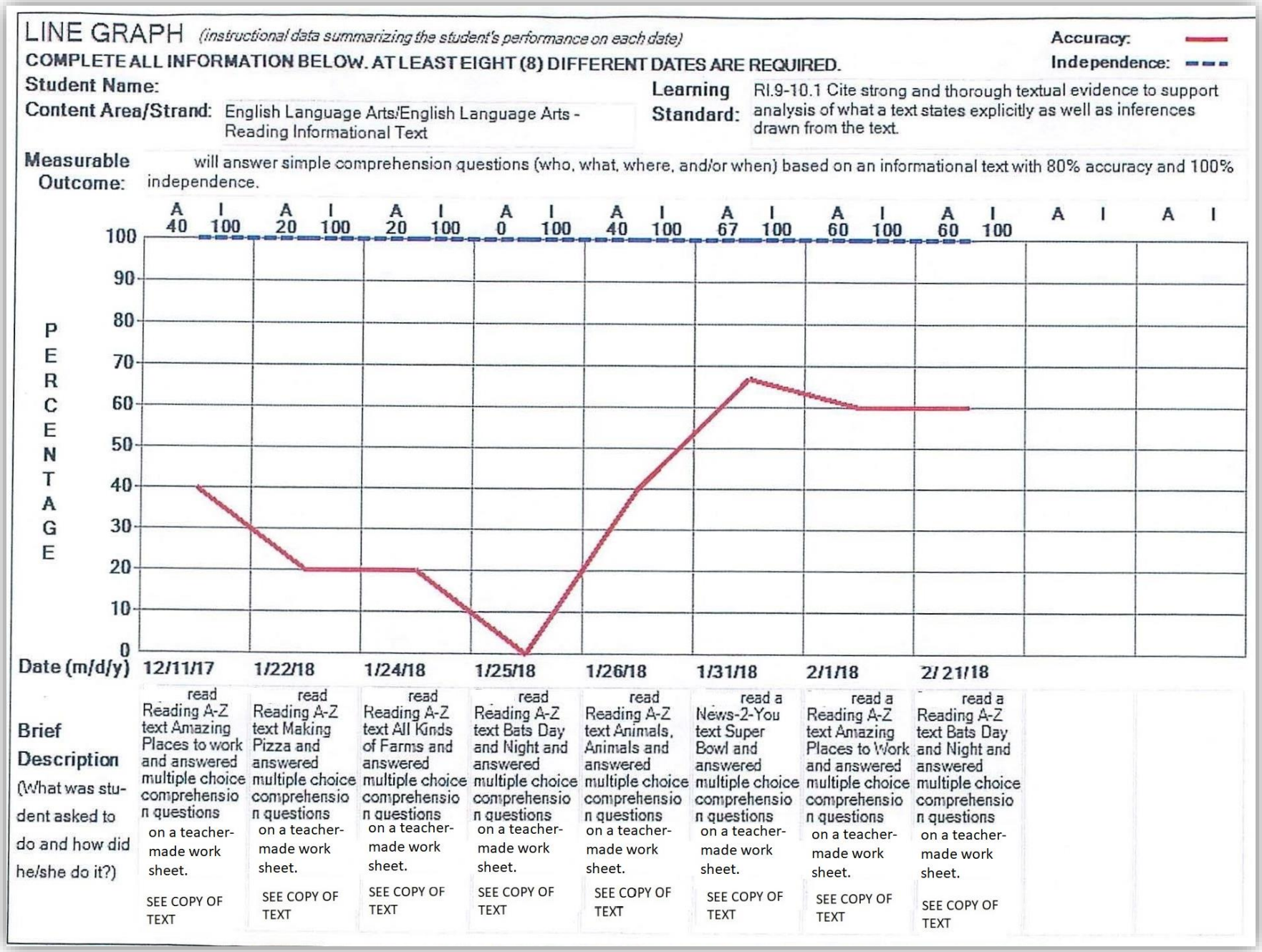
Describe any accommodations the student received. (Note: Accommodations do not affect Level of Independence.)

What was the student asked to do in order to complete the attached piece (i.e., what was the assignment)?

APPENDIX A

Examples of Completed Forms




LINE GRAPH (instructional data summarizing the student's performance on each date)
Accuracy:
Independence:
COMPLETE ALL INFORMATION BELOW. AT LEAST EIGHT (8) DIFFERENT DATES ARE REQUIRED.
Student Name:
Content Area/Strand: English Language Arts/English Language Arts - Reading Informational Text
Learning Standard: RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
Measurable Outcome: will answer simple comprehension questions (who, what, where, and/or when) based on an informational text with 80% accuracy and 100% independence.
A 40 I 100
A 20 I 100
A 20 I 100
A 0 I 100
A 40 I 100
A 67 I 100
A 60 I 100
A 60 I 100
A I
A I
100
90
80
70
60
50
40
30
20
10
0
PERCENTAGE
Date (m/d/y)
12/11/17
1/22/18
1/24/18
1/25/18
1/26/18
1/31/18
2/1/18
2/ 21/18
Brief Description (What was student asked to do and how did he/she do it?)
read Reading A-Z text Amazing Places to work and answered multiple choice comprehension questions on a teacher-made work sheet. SEE COPY OF TEXT
read Reading A-Z text Making Pizza and answered multiple choice comprehension questions on a teacher-made work sheet. SEE COPY OF TEXT
read Reading A-Z text All Kinds of Farms and answered multiple choice comprehension questions on a teacher-made work sheet. SEE COPY OF TEXT
read Reading A-Z text Bats Day and Night and answered multiple choice comprehension questions on a teacher-made work sheet. SEE COPY OF TEXT
read Reading A-Z text Animals, Animals and answered multiple choice comprehension questions on a teacher-made work sheet. SEE COPY OF TEXT
read a News-2-You text Super Bowl and answered multiple choice comprehension questions on a teacher-made work sheet. SEE COPY OF TEXT
read a Reading A-Z text Amazing Places to Work and answered multiple choice comprehension questions on a teacher-made work sheet. SEE COPY OF TEXT
read a Reading A-Z text Bats Day and Night and answered multiple choice comprehension questions on a teacher-made work sheet. SEE COPY OF TEXT

DATA METHOD 2: BAR GRAPH *(instructional data summarizing the student's performance on each date)*

Accuracy: ■ **Independence:** ■

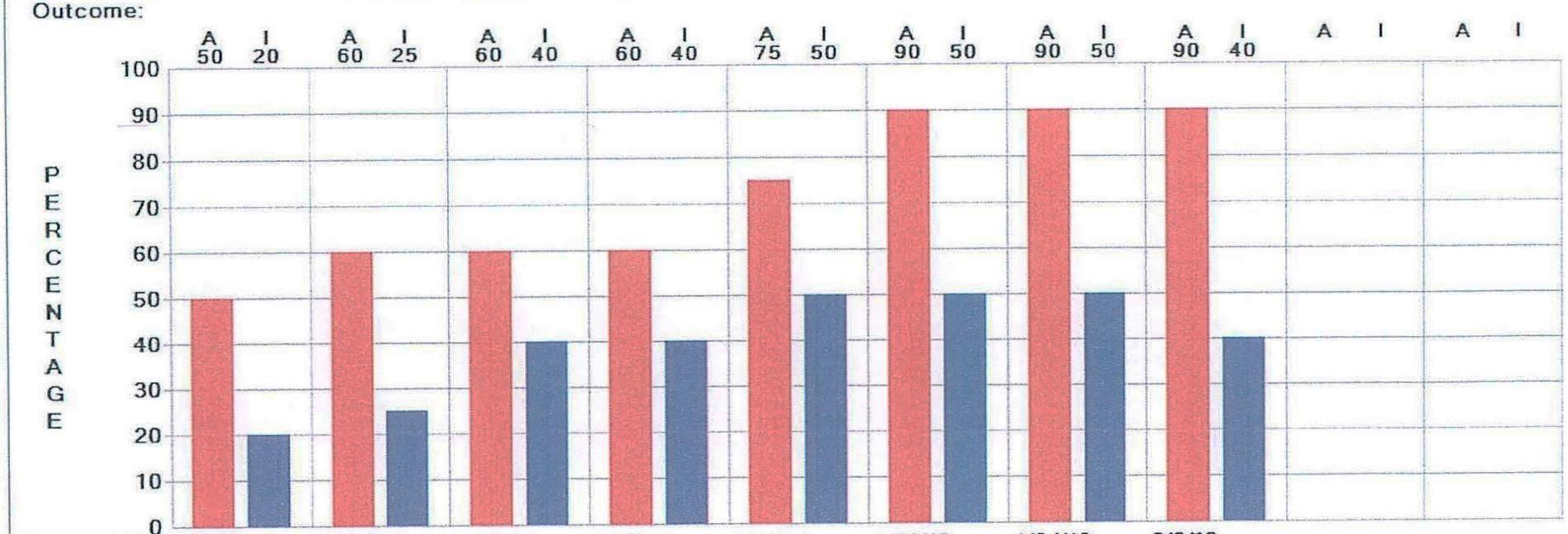
COMPLETE ALL INFORMATION BELOW. AT LEAST EIGHT (8) DIFFERENT DATES ARE REQUIRED.

Student Name:

Learning Standard: 8.EE.C.7 Solve linear equations in one variable.

Content Area/Strand: Mathematics/Mathematics - Expressions and Equations

Measurable Outcome: will solve a one-step equation involving addition and subtraction with 70% accuracy and 60% independence.



Date (m/d/y)	10/16/17	10/19/17	11/7/17	12/5/17	1/12/18	1/23/18	1/24/18	2/2/18
Brief Description (What was student asked to do and how did he/she do it?)	completed the teacher generated worksheet to complete single step addition and subtraction.	completed the teacher generated worksheet to complete single step addition and subtraction.	completed single step addition and subtraction on the smartboard with a peer.	completed single step addition and subtraction on the smartboard with a peer.	completed single step addition and subtraction on the smartboard with a peer.	Given a number line, complete single step addition and subtraction problems. Edhelper.Com worksheet	Given a number line, complete single step addition and subtraction problems. Edhelper.Com worksheet	Given a number line, complete single step addition and subtraction problems. Edhelper.Com worksheet

DATA ME)D 1: FIELD DATA CHART *(student performance on a series of s or collection of work samples related to a measurable outcome)*

COMPLETE ALL INFORMATION BELOW.

Student Name:

Content Area/Strand: English Language Arts - Language

Learning Standard: L.8.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Measurable Outcome: **will attend visually, aurally, or tactilely to materials related to vocabulary acquisition with 80% accuracy and 60% independence.**

KEY	
Accurate (+ or -) / (I or P) Independence	
+	Accurate
-	Incorrect
I	Independent
P	Prompt Used

At least eight (8) different dates are required.

Date (mo/day/yr):	10/17/2017	11/3/2017	11/10/2017	11/28/2017	12/13/2017	1/9/2018	1/23/2018	2/27/2018	3/9/2018	3/16/2018
Accuracy and Independence for each trial (see KEY):	+ / P	+ / P	+ / I	- / P	- / P	- / P	+ / P	- / P	+ / P	- / P
	- / P	- / P	+ / I	- / P	+ / P	+ / P	+ / I	+ / P	+ / I	+ / P
	+ / I	+ / P	+ / I	- / P	- / P	+ / I	+ / I	+ / I	- / P	+ / I
	+ / I	- / P	+ / I	- / P	- / P	+ / I	- / P	+ / I	+ / I	+ / I
	- / P	+ / I	+ / P	- / P	+ / P	+ / I		+ / P	+ / P	+ / I
	- / P	- / P	- / P	- / P	+ / P	- / P		+ / P	+ / I	- / P
	+ / I	+ / I	- / P	- / P	+ / P	- / P		+ / P	+ / I	- / P
	- / P	+ / I	+ / I	- / P	- / P	- / P		+ / P	+ / I	+ / I
		- / P	- / P	+ / I	+ / P			+ / I	+ / I	- / P
		+ / P	+ / P	+ / I	- / P			+ / I	+ / P	+ / I
% Accuracy: SUMMARY for this date	50	60	70	20	50	50	75	90	90	60
% Independence: SUMMARY for this date	38	30	50	20	0	38	50	40	60	50
Brief Description (What was student asked to do and how did he/she do it?)	During a literacy group, was read chapter 8 (Margalo) in Stuart Little. A story box of objects was used to represent vocabulary from the text.	During a literacy group, was read chapter 10 (Springtime) in Stuart Little. A story box of objects was used to represent vocabulary from the text.	During a literacy group, was read chapter 11 (The Automobile) in Stuart Little. A story box of objects was used to represent vocabulary from the text.	During a literacy group, was read chapter 13 (Ames' Crossing) in Stuart Little. A story box of objects was used to represent vocabulary from the text.	During a literacy group, was read chapter 15 (Heading North) in Stuart Little. A story box of objects was used to represent vocabulary from the text.	During literacy group, was read a poem about snow. During the reading, a story box of objects was used to represent vocabulary from the poem.	During morning meeting, the class discussed the topics of attendance, the calendar (month and day of the week), and the weather. Tactile objects and images were used to represent the vocabulary	During literacy group, was read chapter 1 (Peter Breaks Through) in Peter Pan. A story box of objects was used to represent vocabulary from the text.	During a literacy group, was read chapter 2 (The Shadow) in Peter Pan. A story box of objects was used to represent vocabulary from the text.	During a literacy group, was read chapter 3 (Come Away, Come Away) in Peter Pan. A story box of objects was used to represent vocabulary from the text.

Data was taken on whether student attended.

Example of a Teacher-Scribed Work Sample

(Additional examples are available at https://mcas-alt.org/materials/Files/2018/Updates/Teacher_Scribed_Work_Samples.pdf)

Grade Level: 7th Grade
Content Area (Subject): Math
Strand: Ratios and Proportional Relationships
Learning Standards: 7.RP.A.2 Recognize and represent proportional relationships between quantities.
Measureable Outcome: will turn on technology used to demonstrate ratios and proportional relationships by pressing an access switch to turn the page of a teacher made story on the computer about ratios and proportions with 80% accuracy and 100%independence. will turn on the technology within 15 seconds of a directive.

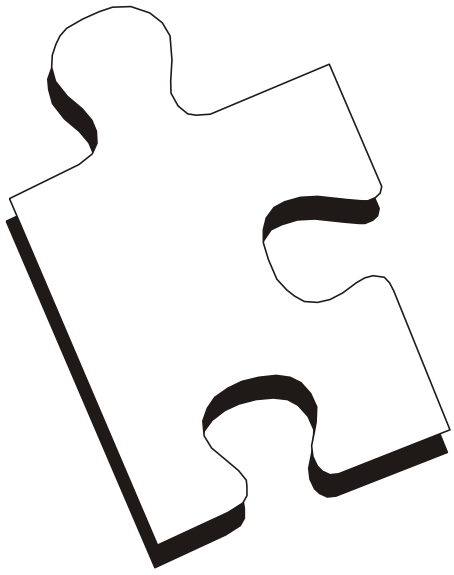
Brief Description: During a math work session, turned on technology by pressing an access switch to turn the page of a teacher made book on the computer within 15 seconds of a directive. The book taught about ratios and proportional relationships by showing her a series of farm animals using the phrase "for every" to talk about how many of each appendage each animal had. (ex: for every cow there are 4 legs)

Trial Number	Page Number	Did she turn on technology by pressing her switch to activate the reading?	Latency In seconds	What was the ratio on the page?	+/-	I/P
1	1	No	15+ seconds	For every pig there is one tail	-	I
2	1	Yes	4 seconds	For every pig there is one tail	+	I
3	2	Yes	14 seconds	For every sheep there are 2 ears	+	I
4	3	No	15+ seconds	For every cow there are 4 legs	-	I
5	3	No	15+ seconds	For every cow there are 4 legs	-	I
6	3	Yes	10 seconds	For every cow there are 4 legs	+	P
7	4	Yes	3 seconds	For every duck there is 1 beak	+	I
8	5	Yes	1 second	For every goat there are 2 horns	+	I
9	6	Yes	11 seconds	For every horse there are 4 legs	+	I
10						

Accuracy	Independence
67%	89%

APPENDIX B

Blank Forms for the MCAS-Alt



2019 MCAS-Alt

PORTFOLIO COVER SHEET

(This page must appear as the first page of the portfolio.)

1) Student's Name: _____

2) State-Assigned Student Identifier (SASID): | 1 | 0 | | | | | | | | | |

3) Student's Grade as reported in the Student Information Management System (SIMS): _____

4) School, Educational Collaborative, or Program attended by the student:

_____

5) District-School Code: DISTRICT | | | | | – SCHOOL | | | | | (See http://profiles.doe.mass.edu)

6) Address of School or Program: _____

_____

7) Student's sending district, if program is outside the district in which the student lives:

_____

8) Contact Information:

Teacher's Name: _____

School telephone and email: _____

9) Content area(s) included in this portfolio (check all that apply):

☐ English Language Arts ☐ Mathematics ☐ Science and Technology/Engineering

10) Will this student take a **standard MCAS test** in any content area in spring 2019? If yes, which one(s)?

☐ English Language Arts ☐ Mathematics ☐ Science and Technology/Engineering

2019 MCAS-Alt

STRAND COVER SHEET

(A completed Strand Cover Sheet must be included at the beginning of each strand being submitted)

1) Student's Name: _____

2) Student's grade as reported in the Student Information Management System (SIMS): _____

3) a. Content Area (Subject): _____

b. Strand: _____

c. Learning Standard: _____
(List the standard number for the grade in which the student was reported in SIMS)

4) Level of complexity: Student addressed the learning standard in this strand…

☐ through an "access skill" practiced during academic instruction
(Resource Guide, Page____)

☐ through an "entry point"
(Resource Guide, Page____)

For a student working at "grade-level," use the *Work Descriptions for Grade-Level or Competency Portfolios*, instead of this form

5) Measurable outcome: Select a challenging skill from the Resource Guide that the student is expected to learn as a result of instruction at the appropriate level of complexity, and the percent of accuracy and independence required for mastery. (for example, "student will summarize key events in a literary text with 80% accuracy and 100% independence").

The student will…

_____

_____

_____

6) Adaptations, accommodations, and/or modifications routinely used by the student during instruction of this skill, including augmentative or alternative communication (AAC) system, if used:

_____

_____

Primary Evidence Checklist				
(Check boxes if product is included and labeled)	Name	Date	Accuracy	Independence
Required Evidence:				
1. Data chart showing measurable outcome listed above	☐	☐	☐	☐
2. Evidence #1 based on same measurable outcome:	☐	☐	☐	☐
3. Evidence #2 based on same measurable outcome:	☐	☐	☐	☐

Science and Technology/Engineering
STRAND COVER SHEET

(A completed Strand Cover Sheet must be included at the beginning of each discipline being submitted.)

1) Student's Name: _____

2) Student's grade as reported in the Student Information Management System (SIMS): _____

3) a. Discipline: _____

b. Core Idea: _____

c. Learning Standard: _____

Practice # (1–8)	Evidence Attached (Y/N)	STE Summary Sheet Description	Self-Eval (Y/N)

Parent, Guardian, or Primary Care Provider VERIFICATION FORM

Student's Name: _____

School: _____

Please check below:

☐I HAVE BEEN GIVEN AN OPPORTUNITY TO REVIEW THE CONTENTS OF MY CHILD'S PORTFOLIO.

_____Date:_____
Signature of Parent, Guardian, Primary Care Provider,
or Student (if over 18 years of age)

_____ PARENT OR GUARDIAN **DID NOT VIEW** THE PORTFOLIO, BUT WAS INVITED TO DO SO ON THE DATES LISTED IN THE SPACE BELOW.

_____

OPTIONAL: The parent, guardian, or primary care provider, regarding the child's MCAS-Alt portfolio, may provide comments (continue on reverse side if necessary):

_____

_____

_____

_____

_____

_____

Please encourage parents to contact the Department of Elementary and Secondary Education directly with comments/questions at mcas@doe.mass.edu.

This form **must be included** in the student's MCAS-Alt portfolio.

Padre, Guardián, o Proveedor de Cuidado Principal
FORMA DE VERIFICACIÓN

Nombre del Estudiante:_____

Escuela:_____

Marque abajo:

☐YO HE TENIDO LA OPORTUNIDAD DE REPASAR EL CONTENIDO DEL PORTAFOLIO DE MI HIJO/A.

_____
Firma del Padre, Guardián, or Proveedor de Cuidado Principal, o estudiantes de 18 años, y **fecha**

_____ EL PADRE O GUARDIÁN NO REVISÓ EL PORTAFOLIO, PERO FUÉ INVITADO A HACERLO EN LAS FECHAS INDICADAS ABAJO.

OPCIONAL: Comentarios del padre, guardián, or proveedor principal sobre el portafolio de MCAS (continuar en el otro lado si es necesario):

_____

_____

_____

_____

_____

_____

Anime a los padres a ponerse en contacto con el Departamento de Educación Elemental y Secundaria directamente con comentarios o preguntas de MCAS a mcas@doe.mass.edu.

Este formulario **debe ser incluido** en el portafolio del estudiante.

CONSENT FORM
to Photograph and Audio/Videotape a Student
(Please keep on file at school)

To Teachers:

Please share the attached *Consent Form* with the parent(s) or guardian of a student participating in the MCAS-Alt for whom photographs, videotape, or audiotape will be submitted. Informed consent by the parent/guardian is required for this specific use. If consent is not obtained, electronic images and recordings of the student may not be created or submitted in the portfolio.

Please keep a signed copy of this *Consent Form* in the student's file. It is not necessary to include this form in the portfolio.

Consent is necessary only for the creation of electronic images or recordings of the student.
The signed IEP signifies consent by the parent to have the student participate in the MCAS-Alt.

2019 MCAS-Alt

CONSENT FORM

to Photograph and Audio/Videotape a Student

(Please keep on file at the school)

To Parents or Guardians:

State and federal laws require all students in Massachusetts to participate in the Massachusetts Comprehensive Assessment System (MCAS), the state's student assessment program. Massachusetts gives MCAS tests in three subjects: English Language Arts, Mathematics, and Science and Technology/Engineering. A student's IEP team determines whether a student with a disability should take standard MCAS tests, either with or without test accommodations, or whether the student requires an alternate assessment. The MCAS-Alt provides a method for assessing the academic performance of students with significant disabilities who are unable to take standard MCAS tests, even with accommodations.

Description of the MCAS-Alt: During the school year, your child's teacher will collect educational information documenting your child's achievements. The teacher will compile this information in a portfolio and send it to the Department of Elementary and Secondary Education where it will be reviewed and scored by qualified scorers. Portfolios are scored in April and May, and will be returned to your child's school in the fall. Your child's portfolio must remain in his or her file at the school until he or she no longer attends the school.

Components of the MCAS-Alt: Your child's MCAS-Alt portfolio will include some or all of the following:

- Samples of student work: a collection of your child's best classroom work demonstrating his or her performance at different times during the year
- Photographs, videotape, or audiotape: documentation of your child participating in classroom activities and assignments through video or audio recordings, or photography.
- Performance tasks: a record of your child's participation in tasks and classroom activities related to the Massachusetts curriculum frameworks, such as listening, communicating, and using objects and materials appropriately.
- Your child's weekly school schedule: a schedule of the academic courses taken by the student.
- Other documentation: your child's introduction to the portfolio, and a verification letter signed by parents stating that they have reviewed their child's portfolio, or were invited to do so.

Submission of the Portfolio: In late March, your child's teacher will submit your child's portfolio to the Department of Elementary and Secondary Education to be scored. In all, no more than 20 people outside your child's school will view this material, including staff from the Department of Elementary and Secondary Education, the state's test contractor, and professional scorers under formal agreement with the Department trained for the purpose of scoring alternate assessments.

Confidentiality of Your Child's Student Records: The information submitted as part of the MCAS-Alt constitutes student record material that is confidential under state and federal law. The people who review and score the information will be instructed regarding the confidentiality of the material. Your child's name and other identifying information will not be released to third persons other than those with whom the Department has contracted for purposes of implementing the MCAS-Alt. Portfolios are returned to your school and must be kept on file as part of your child's temporary record.

Revocation of Consent: You may revoke your consent to allow your child to be recorded, photographed, or video-taped for purposes of the MCAS-Alt at any time and for any reason. However, your child will still be required to participate in the MCAS-Alt.

Obtaining More Information about the MCAS-Alt: If you have any questions about the MCAS-Alt or your child's participation, please contact the Massachusetts Department of Elementary and Secondary Education at 781-338-3625 or by email at mcas@doe.mass.edu.

This Consent Form must be signed by one or both of the child's parents or guardians. Consent signifies agreement to your child being recorded on video, audio, or photography for purposes of the MCAS-Alt.

Within thirty days of receiving this form, sign and return it to your child's teacher or principal.

Statement of Consent:

I have read and understand all of the information in this Consent Form. I knowingly and voluntarily allow my child's school to release information about my child:

_____

(child's name)

…who is a student attending:

_____

(name of school and address)

I will allow my child to be photographed, videotaped, or recorded for purposes of the MCAS-Alt and for my child's school to release information about my child that is created and collected pursuant to the terms of this agreement to the Massachusetts Department of Elementary and Secondary Education and Measured Progress for review by trained professionals. I understand that I may withdraw my consent at any time, with no penalty, by contacting my child's teacher, Measured Progress, or the Massachusetts Department of Elementary and Secondary Education.

Signature of Parent or Guardian: _____

Date: _____

2019 Evaluación MCAS Alterna

FORMA DE PERMISO

Lineas Directivas para Obtener Permiso de los Padres o Guardián Para poder tomar Videos, Audiograbación o Fotografías del Estudiante

Para los Maestros:
Favor compartir la *Forma de Permiso* incluida con los padres o guardián de cualquier estudiante que está participando en la Evaluación MCAS Alterna durante el año escolar actual. Se requiere permiso para que un estudiante sea fotografiado o grabado para este propósito. Si no se obtiene permiso, no se podrán crear imágenes electrónicas y grabaciones del estudiante.

Favor notar
No es necesario obtener permiso para que un estudiante participe en la Evaluación MCAS Alterna, solamente para crear imágenes electrónicas o grabaciones del estudiante, y para ciertos componentes de los archivos confidenciales del estudiante.

2019 Evaluación MCAS Alterna

FORMA DE PERMISO

Para Video y Grabación Audio y Fotografía de Estudiantes

Para Padres o Guardián:

Como usted sabe, las leyes estatales y federales requieren que todos los estudiantes en Massachusetts participen en la evaluación MCAS (*Sistema de Evaluacion Comprehensiva de Massachusetts)*, por sus siglas en inglés), el programa de exámenes para estudiantes del estado. Massachusetts administra exámenes MCAS en tres areas: Artes de Lenguaje en Inglés, Matemáticas, y Ciencias y Tecnología/Ingeniería. El Equipo del Plan Educativo Individual del estudiante determina si un estudiante con impedimentos debe de tomar el exámen estandarizado MCAS, sea con o sin acomodos, o si el estudiante requiere una evaluación alterna. La Evaluación MCAS Alterna demuestra un medio para examinar el desempeño académico de estudiantes que no pueden participar en exámenes estandarizados MCAS, por causa de su discapacidad, aún con acomodos.

La participación de su hijo/a en la Evaluación MCAS Alterna constituirá cumplimiento del requisito, para que él o ella sea examinado/a a través de MCAS en el área en la cual se ha determinado anteriormente, que su hijo/a requiere una evaluación alterna.

Descripción Corta: La Evaluación MCAS Alterna requiere que durante el año escolar actual, el maestro de su hijo/a, a lleve a cabo ciertas actividades en el salón de clase con su hijo/a y recogerá información que refleje el desempeño educacional de su hijo/a. El maestro de su hijo/a recopilará esta información en un portafolio, y proveerá la información al Departamento de Educación Elemental y Secundaria para ser repasado por un equipo de repaso y personal específico de Medidas de Progreso (Measured Progress), el contratista de evaluaciones alternas del estado. El Equipo que repasa el portafolio incluye profesional anotadores entrenados/as, personal del Departamento y sus agentes contratistas. Los portafolios serán revisados y calificados durante la primavera por calificadores entrenados, para asegurar consistencia.

Componentes de la Evaluación MCAS Alterna: La Evaluación MCAS Alterna de su hijo/a consistirá de todos o algunos de los siguientes:

1. Ejemplos de Trabajo del Estudiante: Colección de ejemplos del mejor trabajo de su hijo/a demostrando el nivel en la cual su hijo/a está trabajando;

2. Fotografías, grabaciones de video o audio: Documentación de la participación de su hijo/a en actividades del salón de clase y asignaciones a través de grabaciones de videos, audios, o fotografías;

3. Trabajos Escolares: La participación de su hijo/a con el maestro en tareas y actividades en el salón de clase relacionados al Currículo tales como escuchando, comunicándose y usando objetos y materiales en el salón de clase;

4. Horario Semanal Escolar de su hijo/a: Esto demuestra los cursos académicos que toma su hijo/a.

5. Otra Documentación: Una introducción al portafolio creado por el estudiante; una carta firmada por los padres diciendo que ellos han repasado el portafolio de su hijo/a, o por lo menos fueron invitados a hacerlo; y cualquier carta o cartas de apoyo provistas por los compañeros, empleadores, miembros de la comunidad, etc.

Sometimiento del Portafolio para Repasar y Calificar: A principios de abril, el maestro de su hijo/a someterá el portafolio del estudiante al Departamento para ser repasado por calificadores entrenados. En conjunto, no más de 20 personas fuera de la escuela de su hijo/a mirarán este material, todos ellos, sea personal del Departamento de Educación Elemental y Secundaria o personal contratista de exámenes del estado bajo acuerdo formal con el Departamento que están entrenados para el propósito de calificar evaluaciones Alternas.

Confidencialidad de los Archivos de su Hijo/a/Estudiante: La información creada y recogida cómo parte de la Evaluación MCAS Alterna constituye material de archivo del estudiante y es confidencial bajo la ley estatal y federal. Aquellas personas que constituyen el equipo de repaso de portafolio y quienes estarán repasando y evaluando la información con su consentimiento serán informados respecto a la confidencialidad del material. El nombre de su hijo/a y otra información que lo identifica no se dará a terceras personas fuera de las que el Departamento ha contratado para el propósito de creación y implementación de la Evaluación MCAS Alterna. Los portafolios son regresados a su escuela y deben permanecer archivados como parte del record temporero de su hijo/a.

Revocación del Permiso: Usted puede revocar su permiso para permitir que su hijo/a sea fotografiado y estar en video o audio para propósitos de la Evaluación MCAS Alterna en cualquier momento y por cualquier razón. Su decisión en hacerlo no afectará la relación entre usted o su hijo/a con la escuela o con el Departamento de Educación Elemental y Secundaria. Sin embargo, seguira siendo requerido que su hijo/a participe en la Evaluación MCAS Alterna.

Obteniendo Más Información Acerca de la Evaluación MCAS Alterna: Si ustede tiene alguna pregunta acerca de la Evaluación MCAS Alterna, o la participación de su hijo/a, favor comunicarse sea con el Departamento de Educación Elemental y Secundaria al tel: 781-338-3625 o por correo electrónico a mcas@doe.mass.edu.

Esta *forma de permiso* debe ser firmada por uno o ambos de los padres o guardianes del niño/a. Permiso significa estar de acuerdo que su hijo/a sea fotografiado o video grabado o audio grabado para propósito de la Evaluación MCAS Alterna.

Dentro de treinta días de recibir la forma, debe de ser firmada y devuelta al maestro del niño/a o Principal. El original debe de ser incluido en el portafolio de la Evaluación MCAS Alterna para someterla al Departamento, con una copia duplicada en el archivo temporal del estudiante.

Declaración de Permiso:

Yo hé leído y yo entiendo toda la información en esta Forma de Permiso. Yo conscientemente y voluntariamente autorizo a la escuela de mi hijo/a a dar la información acerca de mi hijo/a:

_____ en _____.
(Nombre del niño/a) (Nombre de la escuela y dirección)

a ser fotografiado, estar en video o audio grabado para propósitos de la Evaluación MCAS Alterna y para que la escuela de mi hijo/a dé la información acerca de mi hijo/a que es creada y recogida en términos de este acuerdo al Departamento de Educación Elemental y Secundaria de Massachusetts y Measured Progress para ser repasada por profesionales entrenados. Yo entiendo que puedo retirar mi permiso en cualquier momento, sin ninguna penalidad, comunicándome con el maestro/a de mi hijo/a, Measured Progress o el Departamento de Educación Elemental y Secundaria de Massachusetts.

Firma del Padre/Madre o Guardián: _____

Fecha:_____

2019 MCAS-Alt

CONSENT FORM

For Incidental Photographing and Video Recording of a Student

(Please keep on file at the school.)

To Parents or Guardians:

This year, the Department of Elementary and Secondary Education will work with your son or daughter's school to conduct the MCAS-Alt. Your child's teacher will be among those who use alternate assessments with a small number of students with significant disabilities who cannot take the standard MCAS tests, even with test accommodations.

One or more students in your child's class will participate in the MCAS-Alt during the 2018–2019 school year. During this process, your child's teacher may find it necessary to use cameras and/or tape recorders to obtain educational information on these students in order to determine how well they perform certain activities. It may be necessary for your child's teacher to record the voice or image of the participating student when other students are present in the room. Therefore, there may be limited occasions during which your child may appear incidentally in videotapes and/or photographs or during which his/her voice may be recorded on audiotape. Your child will not be identified by name, nor would any student information or other materials be shared with others outside the school or district for this purpose. We request your consent to allow your child to appear in videotapes and photographs in this limited way. Thank you very much.

Student's Name: _____

School Name/School District: _____

Teacher's Name: _____

Signature of Parent or Guardian: _____

Date: _____

2019 Evaluación MCAS Alterna

FORMA DE PERMISO

Para Grabación de Video y Audio y Fotografía Incidental de Estudiantes

Para los Padres o Guardián:
Este año el Departamento de Educación Elemental y Secundaria una vez más llevará a cabo la Evaluación MCAS Alterna en salones de clase del a través del estado. El maestro de su hijo/a estará entre aquellos que usan evaluaciones alternas con un número pequeño de estudiantes con discapacidades significativas que no pueden tomar exámenes MCAS estandarizados, aún con acomodos de exámenes.

Uno o más estudiantes en la clase de su hijo/a participarán en la Evaluación MCAS Alterna durante el año escolar 2018–2019. Durante este proceso, el maestro de su hijo puede encontrar necesario el usar cámaras y grabadoras para obtener información educacional en estos estudiantes, para determinar cómo desempeñan ciertas actividades. Puede ser necesario para el maestro de su hijo/a el grabar la voz o imágen del estudiante, participando y envuelto en actividades de rutina en el salón de clase con otros estudiantes presentes en el salón. Por lo tanto, pueden haber ocasiones limitadas en la cual su hijo/a puede aparecer en grabaciones y/o fotografías, o su voz en grabaciones, aunque solamente incidentalmente. Su hijo/a no será identificado/a por nombre, ni se compartirán los archivos de su hijo/a con otros fuera de la escuela o distrito escolar para este propósito. Nosotros pedimos su permiso en que su hijo/a aparezca en videos y fotografías de esta manera limitada. Muchas gracias.

Nombre del Estudiante: _____

Nombre de la Escuela/Distrito Escolar: _____

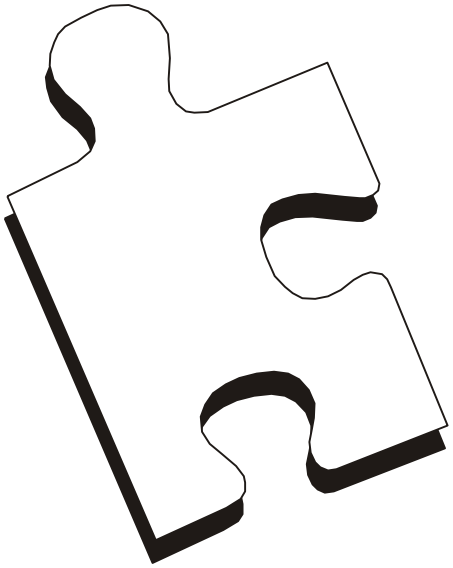
Nombre del Maestro: _____

Firma del Padre/Madre o Guardián: _____

Fecha : _____

APPENDIX C

Work Descriptions, Scoring Tools, Writing Scoring Rubric, STE Summary Sheet



2019 MCAS-Alt

WORK SAMPLE DESCRIPTION

(Complete and attach one label to each work sample in the portfolio, or write this information directly on each piece. Do not use this label for data charts or videotapes.)

Name: _____

Date (m/d/y): _____

Subject: ☐ ELA ☐ Math ☐ STE

Strand: _____

ACCURACY: _____ %

INDEPENDENCE: _____ %

Learning Standard: _____

Measurable Outcome: _____

Self-Evaluation: (Must be completed by, or scribed at the direction of, the student; evidence of **student** choice must be shown)

Briefly describe what the student was asked to do and how he/she did it:

(Continue on reverse if necessary.)

2019 MCAS-Alt

WORK SAMPLE DESCRIPTION

(Complete and attach one label to each work sample in the portfolio, or write this information directly on each piece. Do not use this label for data charts or videotapes.)

Name: _____

Date (m/d/y): _____

Subject: ☐ ELA ☐ Math ☐ STE

Strand: _____

ACCURACY: _____ %

INDEPENDENCE: _____ %

Learning Standard: _____

Measurable Outcome: _____

Self-Evaluation: (Must be completed by, or scribed at the direction of, the student; evidence of **student** choice must be shown)

Briefly describe what the student was asked to do and how he/she did it:

2019 MCAS-Alt

ENGLISH LANGUAGE ARTS | WRITING (BASELINE) WORK SAMPLE DESCRIPTION

(Complete and attach one label to each Writing work sample, or write this information directly on each piece.)

NAME: _____ **DATE:** _____

Independence: ☐ % **Measurable Outcome:** _____

Text Type: _____

☐ **Narrative** ☐ **Poetry** ☐ **Informative/Explanatory** ☐ **Opinion/Argument**

Briefly describe what the student was asked to do:

_____

_____

_____

Self-Evaluation:

(Continue on reverse if necessary)

2019 MCAS-Alt

ENGLISH LANGUAGE ARTS | WRITING (FINAL) WORK SAMPLE DESCRIPTION

(Complete and attach one label to each Writing work sample, or write this information directly on each piece.)

NAME: _____ **DATE:** _____

Independence: ☐ % **Measurable Outcome:** _____

Text Type: _____

☐ **Narrative** ☐ **Poetry** ☐ **Informative/Explanatory** ☐ **Opinion/Argument**

Briefly describe what the student was asked to do:

_____

_____

_____

Self-Evaluation:

(Continue on reverse if necessary)

2019 MCAS-Alt

Video Description

Complete one form for each submitted video segment. Insert this page in the portfolio.
Videos must be submitted on a standard DVD, CD, or flash drive or it will not be scored.

Name: _____

Content Area: _____ **Strand:** _____

Description of Each Video Sample in this Strand:

Sample #1 (TITLE):

Date (m/d/y):

Learning Standard:

Measurable Outcome:

Briefly describe how the measurable outcome was addressed by the student:

Accuracy ____ % **Independence** ____ %

Self-Evaluation
(Must be completed by, or scribed at the direction of, the student; evidence of **student** choice must be shown)

Sample #2 (TITLE):

Date (m/d/y):

Learning Standard:

Measurable Outcome:

Briefly describe how the measurable outcome was addressed by the student:

Accuracy ____ % **Independence** ____ %

Self-Evaluation
(Must be completed by, or scribed at the direction of, the student; evidence of **student** choice must be shown.)

2019 MCAS-Alt

Science and Technology/Engineering (STE)

STE Summary Sheet

Complete and submit one summary sheet for each of six selected entry points/access skills. Then, **select three pieces of primary evidence, each based on a different science practice**, and attach to the corresponding STE Summary Sheet.

Student's Name: _____

Date (m/d/y): _____ **Grade:** _____

Discipline (Strand): _____

Core Idea: _____

Science Practice (#1–8) _____

KEY

+	Accurate
–	Incorrect
I	Independent
P	Prompted

☐ **Entry Point** ☐ **Access Skill** Resource Guide, Page_____	

Describe the activity, including materials, instructional approach, and how the student addressed the entry point or access skill:

☐ Evidence attached

Indicate the accuracy and independence below for <u>each</u> task, item, or response. Use symbols from the KEY above:

Question/Task/Item	Expected Student Response	Actual Student Response	Acc. (+/-)	Ind. (I/P)
		Summary:	%	%

2019 MCAS-Alt

Student's Name:
Date of Completion:

ELA–Writing Scoring Rubric

Check one: ☐ **Narrative** ☐ **Opinion/Argument** ☐ **Informative/Explanatory** ☐ **Poetry**

		M	1	2	3	4
Level of Complexity			Writing sample not submitted or unmatched to requirement.	Student addressed Writing through "access skills."	Student addressed Writing through "entry points."	Student addressed Writing at "grade-level."
Demonstration of Skills and Concepts	**Expression of Ideas and Content**	Writing sample not submitted; or contained insufficient information to determine a score; or written in a language other than English; or could not be read or understood	No main idea (informative), point of view (opinion), event sequence (narrative), or focus (poetry); or was unclear or off-topic; or used single word, picture, or symbol to express ideas; or all text provided by teacher	Writing sample related to assignment only minimally; included no or only one detail or description; or used picture sequence to express ideas; or used no figurative language or poetry form (poetry)	Main idea (informative), point of view (opinion), or event sequence (narrative) was evident; limited use of facts, details, and/or descriptions; sometimes repetitive and/or off-topic; limited use of figurative language (poetry)	Main idea (informative), point of view (opinion), or event sequence (narrative) was clearly expressed; three or more accurate and relevant facts, details, or descriptions included; used vivid imagery and figurative language appropriately (poetry)
	Knowledge of Conventions		Little or no original text; or used pictures or isolated words; or could not be understood due to errors in grammar and/or usage	General meaning could be understood, though use of grammar was limited and/or contained errors or run-on sentences; or lacked poetry form (poetry)	Complete sentences with some errors; grammar was effective; correct noun-verb agreement; some evidence of poetry form (poetry)	Meaning was clear, with rare or no errors in grammar and overall usage; poetry form used appropriately (poetry)
	Text Structure		Used single words, pictures, symbols without text; or all text provided by teacher	Sentence fragments (phrases) or one complete sentence used to express ideas; produced two related lines (poetry)	At least two complete sentences were used to express ideas; produced up to four related lines (poetry)	A paragraph of at least three related, well-constructed sentences was used to express ideas; more than four related lines (poetry)
	Use of Vocabulary		Vocabulary was unrelated to assignment; or all text was provided by teacher	Vocabulary was related to assignment, but word choice was limited and/or sometimes inappropriate	Vocabulary was functional and relevant; used basic common words, with some descriptive language	Vocabulary was clear and precise; used descriptive language, modifiers, connecting words and/or phrases
Independence			Student required extensive, almost continuous prompts to complete writing sample (0-25% independent) _____%	Student required frequent prompts to complete writing assignment (26-50% independent) _____%	Student required some prompts to complete writing assignment (51-75% independent) _____%	Student required no, or very few, prompts to complete writing assignment (76-100% independent) _____%

DATA METHOD: 1

LINE GRAPH *(instructional data summarizing the student's performance on each date)*

COMPLETE ALL INFORMATION BELOW. AT LEAST EIGHT (8) DIFFERENT DATES ARE REQUIRED.

Student's Name: _____

Content Area/Strand: _____ **Learning Standard:** _____

Measurable Outcome: _____

_____

KEY

% Accuracy (A): *(Solid Line)*

% Independence (I): *(Dotted Line)*

List % → 100	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
95																				
90																				
85																				
80																				
75																				
70																				
65																				
60																				
55																				
50																				
45																				
40																				
35																				
30																				
25																				
20																				
15																				
10																				
5																				
0																				

% Accuracy and % Independence

Date (m/d/y)																				
Brief Description (*What* was the student asked to do and *how* did he/she do it?)																				

DATA METHOD 2: BAR GRAPH *(instructional data summarizing the student's performance on each date)*

COMPLETE ALL INFORMATION BELOW. AT LEAST EIGHT (8) DIFFERENT DATES ARE REQUIRED.

Student's Name: _____

Content Area/Strand: _____ **Learning Standard:** _____

Measurable Outcome: _____

KEY
% Accuracy:
% Independence:

% Accuracy and % Independence

List % →	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
100																				
95																				
90																				
85																				
80																				
75																				
70																				
65																				
60																				
55																				
50																				
45																				
40																				
35																				
30																				
25																				
20																				
15																				
10																				
5																				
0																				
Date (m/d/y)																				
Brief Description (*What* was student asked to do and *how* did he/she do it?)																				

DATA METHOD: 3

FIELD DATA CHART *(student performance of a series of tasks, or collection of work samples, related to measurable outcome)*

COMPLETE ALL INFORMATION BELOW. AT LEAST EIGHT (8) DIFFERENT DATES ARE REQUIRED.

Student's Name: _____

Content Area/Strand: _____ **Learning Standard:** _____

Measurable Outcome: _____

_____

KEY

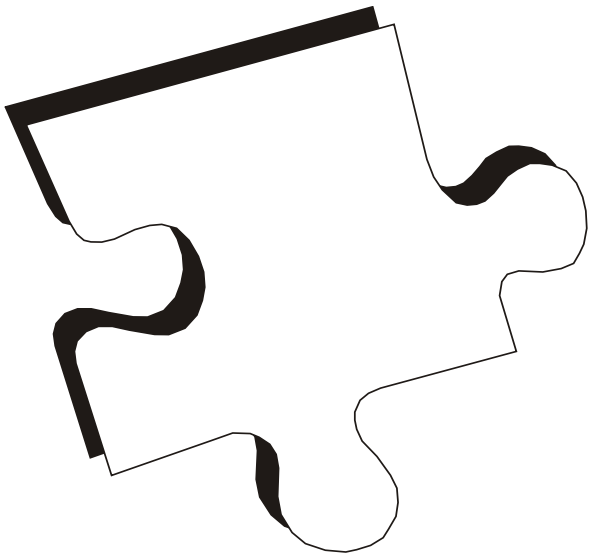
Accuracy (+ or –) / (I or P) Independence	
+	Accurate
–	Incorrect
I	Independent
P	Prompt

Date (mo/day/yr):	/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /
Accuracy and Independence for each trial (see KEY): →										
SUMMARY for this date **% Accuracy:**										
% Independence:										
Brief Description (For each data point, ***what*** was student asked to do and ***how*** did he/she do it?)										

APPENDIX D

Why It's Important to Include Students with Disabilities in MCAS

Frequently Asked Questions About the MCAS-Alt



Why It's Important to Include Students with Disabilities in MCAS

Since 1998, students with disabilities in Massachusetts have been included in MCAS for the following reasons:

It's the law. State and federal laws require the participation of *all* students in statewide assessments in order to measure their academic performance. The alternate assessment portfolio ensures that students with the most intensive disabilities have an opportunity to "show what they know" and receive instruction at a level that is challenging and attainable based on the Massachusetts curriculum frameworks.

Students who are tested are those who get taught. Students with disabilities have become more "visible" in their schools as a result of taking the MCAS and the MCAS alternate assessment, and have a greater chance of being considered when decisions are made to allocate staff and resources to improve their academic achievement.

As a result of participation in MCAS, learning has improved as expectations are raised. Evidence indicates that students with disabilities learn more than expected when they are given opportunities to engage in challenging instruction with the necessary support. Indeed, the performance of students with disabilities on MCAS, and the rate at which these students meet state and local graduation requirements, has steadily increased.

Participation in MCAS helps to determine whether, and how much, students with disabilities are learning. In the past, it was not always possible to determine what had been taught and whether special education had been successful with a student; nor was it possible to compare outcomes among students and across programs, schools, and districts.

Standards-based instruction is for all students. All students are capable of learning at a level that engages and challenges them. One important reason to include students with significant disabilities in standards-based instruction is to explore their capabilities. While "daily living skills" are critical for these students to function as independently as possible, academic skills are also important. Standards in the Massachusetts curriculum frameworks are defined as "valued outcomes for all students." Why, then, should separate standards be used with some students, and not others? And who, if anyone, should decide which students should receive instruction based on academic standards and which should not?

State graduation requirements apply to *all* students, even those taking MCAS alternate assessments. All students without exception are required to meet the Competency Determination standard on the ELA, mathematics, and one high school science and technology/engineering assessment. No student will be denied a high school diploma simply on the basis of taking an alternate assessment if he or she can achieve a score that is equivalent to that of a student who passed the required high school MCAS tests. The majority of students who take alternate assessments are those with significant cognitive disabilities and therefore, the number earning a Competency Determination will likely remain low in relation to the number of students who meet the Competency Determination requirement on the standard MCAS tests.

For additional information and participation guidelines, please visit the Department's MCAS Alternate Assessment website.

For additional information on meeting graduation requirements, please visit the Department's MCAS website.

Frequently Asked Questions About the MCAS-Alt

(The Massachusetts Department of Elementary and Secondary Education receive many inquiries like the ones below concerning the MCAS Alternate Assessment (MCAS-Alt).)

Why assess students with disabilities on the alternate assessment?
Rationale: First of all, it's the law. Students with disabilities must participate in MCAS in order to assess their performance of skills and knowledge of content found in the state's curriculum frameworks. This means students with disabilities must take MCAS tests, either with or without accommodations, or take an alternate assessment if they cannot take the tests due to the severity of their disabilities.

Another reason for requiring alternate assessments is to measure the academic performance of students with the most significant disabilities. Before 2001, academic learning was not measured or reported for these students. Since taking alternate assessments, students have become more "visible" in their schools and have a greater chance of being considered when decisions are made to allocate staff and resources.

There is more to the alternate assessment than "passing" the test. The alternate assessment gives honest, accurate, and detailed feedback that can be used to identify challenging goals and instruction for each student. The evidence submitted in a portfolio ensures that students with the most intensive disabilities have an opportunity to "show what they know" and to receive instruction at a level that is challenging and attainable.

Portfolios require some effort. How can teachers manage the portfolio process efficiently?
Rationale: The Massachusetts Department of Elementary and Secondary Education has made school administrators aware of the need to coordinate this process in schools and to meet regularly with teachers who conduct alternate assessments to identify resources for teachers who need assistance. The Department encourages all adults who work with a student to be involved in developing his or her portfolio.

At statewide teacher training sessions held during the fall and winter, the Department emphasizes the need for teachers to begin collecting student work early in the school year and to complete all required forms and cover sheets well in advance of the submission deadline. Teachers report that after the first year of creating student portfolios, they find the process much easier, and they have developed strategies to organize and manage this task more efficiently. They have made the creation of alternate assessment portfolios a part of their daily instruction and have begun to use them to plan instruction, identify educational goals for students, write progress reports, and share information with parents. Thousands of teachers have conducted alternate assessments and are assisting each other in the process. Teachers find that portfolios help them document their students' performance in order to focus their time and attention where it is most needed.

We encourage teachers to request assistance from the Department if they need it. Experts are available to help teachers who are new to the process.

How do we know that portfolios truly reflect what students have learned?
Rationale: If teachers follow instructions outlined in the most current version of the *Educator's Manual for MCAS-Alt*, they can be assured the portfolio will receive the score it deserves based on the evidence submitted. Teachers should become familiar with the scoring rubric in the Educator's Manual to make certain the portfolio samples and data charts address each rubric category. Each year, written feedback is provided directly to the teachers who created each portfolio. This feedback is intended to assist teachers to improve the portfolios the following year.

Why teach and assess the same standards for students with significant disabilities?
Rationale: One reason to include students with significant disabilities in standards-based instruction is to more fully explore and expand their capabilities. Performance expectations for these students have traditionally been quite low, and data on their current levels of achievement are needed before determining which knowledge and skills to teach next. *Standards* are defined as "valued outcomes for all students." Therefore, why would separate standards be identified for some students, and not others? And who, if anyone, should decide which students should receive standards-based instruction and which students should not?

All students are capable of learning at a level that engages and challenges them. Teachers who have incorporated standards into their instruction cite unanticipated gains in students' performance and understanding. Teachers have moreover become excited about new teaching possibilities as they use the curriculum resources provided by the Department of Elementary and Secondary Education to improve and enhance their instructional practices.

An additional advantage to using this approach is that some social, communication, motor, self-help, and other daily living skills can be addressed during activities in which standards are taught, as outlined in the Department's publication *The Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities.* The Resource Guide is available online.

Why is the graduation rate low for students taking the alternate assessment?
Rationale: All students without exception are required to meet the Competency Determination standard by earning a minimum score of *Proficient* on English Language Arts and Mathematics MCAS tests (*or Needs Improvement*, plus fulfilling the requirements of an Educational Proficiency Plan); and a minimum score of *Needs Improvement* on a high school Science and Technology/Engineering test. No student will be denied a high school diploma simply on the basis of taking an alternate assessment if he or she can achieve a score equivalent to that of a student who met the CD requirement on the required high school tests. Massachusetts allows students with disabilities who take alternate assessments to meet the graduation requirement, provided they demonstrate in their MCAS-Alt portfolio a level of performance equivalent to a student who has achieved these scores on the MCAS tests.

Each year, a small number of students score sufficiently well to meet the state's graduation requirement. Since 2001, about 300 students taking the MCAS-Alt have earned the Competency Determination in at least one subject. These students would not have earned a Competency Determination without this option. As students gain greater access to academic instruction and teachers become more proficient at documenting their students' performance, this number may increase in the future. However, since students with significant cognitive disabilities comprise the majority of students taking alternate assessments, the number achieving a Competency Determination will likely remain low in comparison to the number of students who meet the CD requirement by taking standard MCAS tests.

For additional information, updates, materials, and participation guidelines, please visit the Department's MCAS Alternate Assessment website.

For additional information on Educational Proficiency Plans (EPP), please visit the Department's College and Career Readiness website.